

A QUALITATIVE META-ANALYSIS OF THE IMPACT TRANSLANGUAGING AS A  
PEDAGOGICAL POSSIBILITY HAS ON THE LEARNING EXPERIENCES OF  
ADOLESCENT NEWCOMER EMERGENT BILINGUALS IN THE UNITED STATES

BY

VALERIA CARRILLO

DISSERTATION

Submitted in partial fulfillment of the requirements  
for the degree of Doctor of Education in Education Policy, Organization and Leadership  
with a concentration in Learning Design and Leadership  
in the Graduate College of the  
University of Illinois at Urbana-Champaign, 2021

Urbana, Illinois

Doctoral Committee:

Professor Bill Cope, Chair  
Professor Mary Kalantzis  
Professor Yoon Pak  
Professor Matthew Montebello, L-Universita ta' Malta

## **ABSTRACT**

Today, one in ten students in U.S. classrooms is learning English. A subgroup of these students who are at risk are adolescent newcomer emergent bilinguals. The pedagogical approaches to teach these students have varied from English-Only approaches to bilingual education programs. Within bilingual education, different approaches have also emerged, such as dual language bilingual education programs and, more recently, translanguaging pedagogies. While studies have been conducted to identify, analyze, and further understand translanguaging as a pedagogical possibility in schools in the U.S., their impact on the learning experiences of adolescent newcomer emergent bilingual students represents a gap in the literature.

This study aimed to (1) analyze the evolution of translanguaging as a pedagogical possibility and its impact, if any, on the learning experiences of adolescent newcomer emergent students in the U.S., (2) understand how these students use translanguaging in school, and (3) synthesize what the literature says the social justice implications are, if any, of using translanguaging as a pedagogical possibility when teaching these students. After screening 162 records that met the search criteria for this qualitative meta-analysis, 128 records were identified, assessed, and appraised. A total of 11 records were included and treated as data. They were then analyzed in order to answer the following three research questions: How might translanguaging as a pedagogical possibility impact the learning experiences of adolescent newcomer emergent bilinguals? How do adolescent newcomer emergent bilinguals use translanguaging in school? What does the literature say the social justice implications are, if any, of using translanguaging pedagogies to teach adolescent newcomer emergent bilinguals?

The results of the data analysis found that translanguaging as a pedagogical possibility has a positive impact on the learning experiences of adolescent literate newcomer emergent

bilinguals, but it is not enough on its own. Evidence was found that translanguaging, along with multimodal exposures to the content, allowed these students to engage more with it. However, it was also found that the level of literacy of the students was a key factor, particularly with students with interrupted formal education (SIFE) and late entrant students that had been out of school. The lack of literacy skills made it more difficult to engage with the content, even with translanguaging spaces and multimodal exposures to the content. These students also use translanguaging in a variety of ways, which enable them to do more than they would be able to do in the absence of it. It was also found that there are some social justice implications when using translanguaging pedagogies to teach these students. However, the evidence also shows that translanguaging needs to be strategic, as it isn't a socially just act on its own.

*Para mi Mamitolga y mi Papilucho*

## ACKNOWLEDGEMENTS

First, I would like to thank Dr. Mary Kalantzis for her support throughout my time at UIUC. She guided me and showed me the approaches I could take whenever I reached a roadblock along this journey. I would also like to thank my supportive committee, Dr. Bill Cope, Dr. Yoon Pak, and Dr. Matthew Montebello. I really appreciate all the feedback and support I was given. A big thank you to Dr. Kara Francis, who was always there for me throughout the process; and to all my peer reviewers, for all the feedback and the annotations that made this work better.

My little brothers, who have always been my inspiration to pursue my dreams and make them a reality. Mi mami, who immigrated to the U.S. with our lives packed in a suitcase and who worked so hard so that I could have a better life. My aunts and uncles who always filled in as my parents when my mom had to work. Su trabajo y dedicación fueron el ejemplo que me ayudó siempre. All my cousins that were more like siblings to me growing up. I love you all and les estoy infinitamente agradecida por el apoyo. None of this could have been possible without the love and sacrifice from mi Mamitolga and Papilucho. I am grateful to my extended family. Thank you for all the support and for always asking about my work. I especially want to thank my husband for all the encouragement and patience throughout this process.

Finally, I'd like to thank all my former students, friends, coworkers, and Latinx scholar sisters who have encouraged me throughout this journey. A todos ustedes les dedico esta tesis, todo el trabajo que he hecho y el trabajo que haré para nuestra comunidad.

## TABLE OF CONTENTS

CHAPTER 1: INTRODUCTION .....	1
CHAPTER 2: LITERATURE REVIEW .....	10
CHAPTER 3: METHODOLOGY .....	45
CHAPTER 4: DATA ANALYSIS AND RESULTS .....	73
CHAPTER 5: DISCUSSION AND CONCLUSIONS .....	88
REFERENCES .....	95
APPENDIX A: EMAIL TEMPLATE (1) .....	105
APPENDIX B: MODIFIED PRISMA 2009 FLOW DIAGRAM.....	106
APPENDIX C: EMAIL TEMPLATE (2) .....	107
APPENDIX D: DATA ANALYSIS TABLE .....	108
APPENDIX E: RECORDS INCLUDED IN THE QUALITATIVE META-ANALYSIS .....	109
APPENDIX F: TEACHER GUIDE .....	111

## **CHAPTER 1: INTRODUCTION**

### **Statement of the Problem**

The latest update to the National Center for Education Statistics reported that there are around five million students learning English in U.S. schools today (Sanchez, 2017). That is around one in every ten public school students (Zong & Batalova, 2016). These students have been labeled Limited English Proficient (LEP), English Language Learners (ELL/EL), and emerging bilinguals. While there have been many interventions to teach these students (Genesee et al., 2005), they still fall behind in terms of academic gains. Only 63% of emergent bilinguals graduate from high school, compared to the national rate of 82%, and “of those who do graduate, only 1.4 percent take college entrance exams like the SAT or the ACT” (Sanchez, 2017). Within the emergent bilingual population, a specific subgroup at risk is the foreign-born newcomer group of emergent bilinguals who first enroll in school in the U.S. between 6<sup>th</sup> and 12<sup>th</sup> grade (Suárez-Orozco et al., 2010). These students not only have to face the challenges of learning English and familiarizing themselves with the U.S. school system, but also the trauma of leaving their home country, socioeconomic struggles, and potential anxiety over their legal status in the U.S. (Lang, 2019). It is imperative for us to understand who these students are and the pedagogical approaches that have been in place to teach them, because they will make up part of the labor force of the U.S., in some cases, within a few years of their arrival (Suárez-Orozco et al., 2011).

In the past decade, research has focused on effective ways in which to help emergent bilinguals close their achievement gaps by focusing on their oral language development, literacy, and academic achievement (Genesee et al., 2005). Short and Boyson’s (2012) study presented a

compilation of data that showed different pedagogical approaches to teaching adolescent newcomer emergent bilinguals in the U.S., with the approaches ranging from English-Only pedagogies to using English and the student's first language (L1) to different degrees (Short & Boyson, 2012).

An emerging pedagogy used to teach adolescent newcomer emergent bilinguals is translanguaging. This term has come to “dominate” discussions about “pedagogy for multilingual and immigrant background students that are taught in the dominant societal language” (Cummins, in press).

While there have been studies that evidenced that translanguaging is a promising pedagogical approach with different types of students (Sayer, 2013; Flores & García, 2014; Martin-Beltrán, 2014), a thorough, qualitative meta-analysis on the evolution of this emerging pedagogical approach, the impact it may have on the learning experiences of adolescent newcomer emergent bilinguals, and its potential social justice implications has yet to be done.

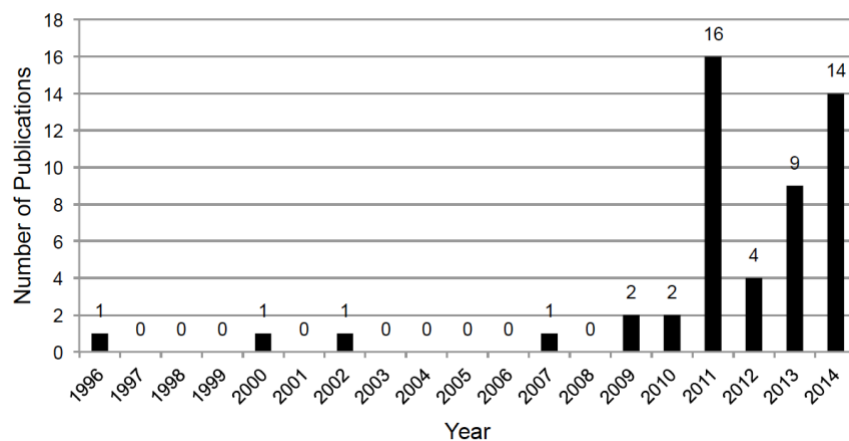
### **The Need for a Qualitative Meta-Analytic Study**

A meta-analysis gathers the results of individual studies in order to integrate their findings for the purpose of drawing general conclusions (Glass, 1976). Meta-analyses “allow researchers to arrive at conclusions that are more accurate and more credible than can be presented in any one primary study” (Rosenthal & DiMatteo, 2001, p. 61). Traditional meta-analysis approaches have been quantitative. However, Noblit and Hare (1988) and Neuman (2003) argue that a meta-analysis does not have to be quantitative to provide valuable results. While a quantitative meta-analysis uses statistical significance tests to interpret the results across research studies (Hedges, 2018), a qualitative meta-analysis:



Allows researchers to aggregate and synthesize findings from primary qualitative studies. These can assist researchers in meeting a variety of goals such as developing broadly-based theoretical understandings, cataloging sets of findings, developing measures, conducting comprehensive assessments of the state of a body of literature, forming principles to guide in-session practice, or examining the methods and methodologies employed within a field (Levitt, 2018, p. 367).

A qualitative meta-analytic approach was chosen for this study because translanguaging as a pedagogical possibility has just emerged in the literature in the past ten years, as shown in Figure 1 (Poza, 2017; Vogel & García, 2017), and this type of literature tends to be qualitative (Li Wei & García, 2016; García, private correspondence, 2020).



**Figure 1:** Publications Addressing Translanguaging (Poza, 2017).

Finfgeld (2003) argues that the term ‘meta-synthesis’ is more appropriate as the meta-analysis procedure in a qualitative meta-analysis because it is more interpretive than it is aggregative (Finfgeld, 2003). However, Timulak argues for the use of term ‘qualitative meta-analysis’ because “it follows the same logic and objective as quantitative meta-analysis, namely

to assess a field of study beyond one particular study” (2009, p. 591). The qualitative meta-analytic approach has been popular in the field of nursing; however, it had its beginnings in the field of education (Noblit & Hare, 1988). Qualitative meta-analyses have also been conducted in other fields, such as sociology and psychotherapy (Timulak, 2014).

A few examples of meta-analyses that have been conducted in bilingual education are: Willig (1985), who focused on the effectiveness of bilingual education; later Greene (1998), who pursued the effectiveness of bilingual education with new studies; and Adesope et al. (2010), who focused on the cognitive correlates of bilingualism. A qualitative meta-analysis on the impact translanguageing as a pedagogical possibility has on the learning experiences of adolescent newcomer emergent bilinguals in the U.S. has yet to be conducted.

### **The Significance of this Qualitative Meta-Analytic Study**

#### **Scholarly Significance**

This study seeks to add to the literature on adolescent newcomer emergent bilingual students and on translanguageing as a pedagogical possibility by providing a deeper understanding of the relationship, if any, between translanguageing as a pedagogical possibility and the learning experiences of adolescent newcomer emergent bilingual students. It aims to provide conceptual clarity on what translanguageing is and what it is not, and extend what is known about translanguageing by looking at the social justice implications that might exist when using translanguageing pedagogies to teach this specific student demographic. This is important, as the field is always looking to find ways to close achievement gaps for adolescent newcomer students, as they will make up the future labor force in the U.S. within years of their arrival to the country.

## **Practical Significance**

The findings of the proposed study can be used to increase clarity in the ways in which translanguaging as a pedagogical possibility impacts the learning experiences of adolescent newcomer emergent bilinguals. However, these findings will not be useful to teachers if they do not have access to them or if they are impractical. Krashen's (2019) article in *Language Magazine* shared the findings of Marsden and Kasproicz's (2017) study, which showed that "over half" of the classroom foreign language teachers who participated in their survey said they "never" read an original research report (Krashen, 2019). Krashen then continues to argue that one of the reasons for this is the inaccessibility of literature, both studies and books, to teachers, due to its cost. Krashen suggests that scholarship should be freely available and that there are scholars in the field of second language acquisition that are doing this by publishing their work in open access journals and announcing their papers on Facebook and Twitter. In order to make the findings of this qualitative meta-analysis practical, the researcher will also create a teacher guide, similar to García's "Theorizing Translanguaging for Educators", that uses the results of this study. The difference will be that the researcher's teacher guide will target teachers of adolescent newcomer emergent bilinguals and aim to showcase the findings of this qualitative meta-analytic study. The guide will be freely available and will be shared by the researcher on social media.

## **Definition of Terms**

**Adolescent:** The World Health Organization defines adolescents as individuals in the 10–19 age group. For this study, the focus will be on adolescent newcomer students in the U.S. school system, meaning middle school and high school students.

**Newcomer:** According to the U.S. Department of Education, a newcomer is any foreign-born student who has recently arrived in the U.S. (U.S. Department of Education, 2016).

**English Language Learner (EL, ELL):** Under the Every Student Succeeds Act (ESSA), an English Language learner is “an individual (A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary or secondary school; (C) (i) who was not born in the U.S. or whose native language is a language other than English; (ii) (I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English had an impact on the person’s level of English language proficiency; (iii) who is migratory whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society.” ESEA, as amended by ESSA, Section 8101[20] (U.S. Department of Education, 2016).

**Emergent Bilingual:** García (2009) posits that a more appropriate term for these students who do not speak the majority language (i.e., English) is emergent bilinguals. This term highlights the potential that these students have to become bilingual instead of the existing focus on their limitations when compared to other students who speak the majority language (García, 2007). Therefore, this term will be used throughout this dissertation.

**Dual Language Bilingual Education:** Enrichment programs are where students are taught a percentage of the school day in the minority language and another percentage of the school day in the majority language; the percentage depends on the program model and the school district (Thomas & Collier, 1997).

**Translanguaging:** “Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (García, 2009, p. 140).

### **Definition of Acronyms**

**EL/ELL:** English Language Learner

**LEP:** Limited English Proficient

**ESL:** English as a Second Language

**L1:** First language

**L2:** The language that is being learned

**SIFE:** Students with Interrupted Formal Education

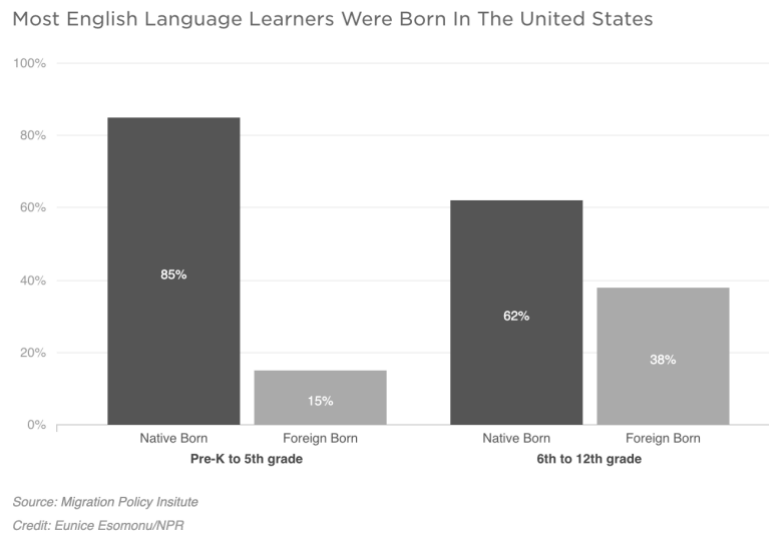
**LOTE:** Language other than English

**DLBE:** Dual Language Bilingual Education

### **Purpose of Study**

The purpose of this study is to explore and determine the impact, if any, translanguaging as a pedagogical possibility has on the learning experiences of adolescent newcomer emergent

bilinguals. Adolescent newcomer emergent bilinguals may be a smaller subgroup of the overall ELL population, but they do make up 38% of the 6<sup>th</sup> to 12<sup>th</sup> grade ELL, as shown in Figure 2.



**Figure 2:** Breakdown of ELLs (Sanchez, 2017).

There is a vast amount of literature on ELLs, but not enough that explores and examines adolescent newcomer students specifically (Genesee et al., 2005). This examination will be made through a qualitative meta-analytic review of previous research studies in order to extend what is already known about translanguaging as a pedagogical possibility in order to better understand (a) how it impacts the learning experiences of adolescent newcomer emergent bilinguals as well as understand (b) what the literature says the social justice implications are, if any, that are linked to using translanguaging pedagogies to teach adolescent newcomer emergent bilinguals.

A qualitative meta-analysis is similar to conducting a primary research study. However, instead of students, teachers, or parents being the main units of analysis, the primary studies themselves become the units of analysis (Borenstein et al., 2009). A qualitative meta-analysis is made up of the following components:

- The researcher's hypothesis
- A theoretical framework of the phenomenon under investigation
- The researcher's inclusion and exclusion criteria of the literature
- Data collection
- Emerging theme analysis
- A report on and discussion of the findings (Borenstein et al., 2009; Levitt, 2018; Lipsey & Wilson, 2001; Rosenthal & DiMatteo, 2001).

### **Hypotheses**

The researcher hypothesized that translanguaging as a pedagogical possibility positively impacts the learning experiences of all newcomer emergent bilingual students because they are allowed spaces in which to use their full linguistic repertoire. This could potentially mean that there is increased student engagement, since the students would be able to 'understand' the content and texts that are being used in the classroom. The researcher is interested to see the ways in which students deploy their translanguaging practices as well as the ways in which translanguaging happens the classroom. The researcher also hypothesized that because adolescent newcomer emergent bilinguals are language minority students, there will be social justice implications to using these pedagogies to teach them.

## CHAPTER 2: LITERATURE REVIEW

This chapter analyzes and synthesizes the research that has been conducted on pedagogical approaches to teaching adolescent newcomer emergent bilinguals in the U.S. It (a) identifies who adolescent newcomer emergent bilinguals are as well as their needs, and (b) analyzes the existing practices for teaching adolescent newcomer emergent bilinguals. Contextualizing who adolescent newcomer emergent bilinguals are, where they come from, their experiences, and their needs is important, because they are critical factors in considering pedagogical approaches to teaching them. The following is an analysis of the body of research that has been conducted on DLBE with adolescent newcomer emergent bilingual students. Then comes a review of the evolution, meaning, and application of translanguaging as a pedagogical practice, and its emerging theoretical framework. Lastly, the chapter concludes with a summary of the literature reviewed.

### **Adolescent Newcomer Emergent Bilinguals:**

#### **Who are they? What are their needs?**

*“When I come nearby, people just look at me. I look odd. I feel shame and I don’t like that. I’m so black. More than the black people who are living here. So I’m not even comparison to the black people that are the native of this land. The black people that are native of this land, they are little bit browner than me but I’m so black. They wonder where this black person came from”*

– *Sudanese youth* (BRYCS, 2018)



Adolescent newcomer emergent bilinguals play an important role in building the future of the U.S.; therefore, U.S. schools have the responsibility to assist newcomers in adapting effectively and contributing positively to their new communities as they become part of American society (U.S. Department of Education, 2016). The majority of adolescent newcomer emergent bilinguals come from India, Mexico, China, and Cuba (Radford, 2019).

Suárez-Orozco et al. claim that “the immigration debate typically concerns adults without consideration of children in families with undocumented parents” (2011, p. 440). Furthermore, Suárez-Orozco et al. (2011) suggest that terms like ‘alien’ and ‘illegal’ have a negative connotation and have shown to have negative developmental implications on newcomer students who have an unauthorized status. Suárez-Orozco et al. (2011) also maintain that this becomes a heavy load on the shoulders of students whose parents or other adults decided to leave their home countries. “There are an estimated 5.5 million children growing up with unauthorized parents. An estimated 14.6 million people are living in some sort of mixed status home where one member of the family might be unauthorized. That is one in ten children in the U.S. living in this kind of household” (2011, p. 441). In addition, Suárez-Orozco et al. claim that the parents of these students are often “ill-equipped to help them navigate a complex, foreign, and sometimes hostile educational system” (2010, p. 602).

Bartlett (2007), Expósito and Favela (2003), and Oikonomidoy (2014) all describe adolescent newcomer emergent bilinguals as students entering schools in need of academic and social support (Bartlett, 2007; Expósito & Favela, 2003; Oikonomidoy, 2014). These students not only have to become familiar with a new culture, but they also have to learn to navigate a new school system as well as its structures, expectations, and legal requirements (U.S. Department of Education, 2016). In addition, they may also be managing the trauma of leaving

their homes and dealing with and trying to understand their legal status, depending on their journey to the U.S. In the coming years, as they become adults, they will encounter challenges related to race and their socioeconomic status (Shafer, 2018).

Skerrett and Hargreaves (2008) and Suárez-Orozco et al. (2010) argue that many of these students struggle to succeed in the U.S. school system and are disproportionately overrepresented in lower academic tracks. Suárez-Orozco et al. posit further that the middle schools and high schools that these students enroll in are often “ill-equipped to address the needs of early adolescent newcomers, leaving them overlooked and underserved” (2010, p. 603). Short and Boyson (2012) suggest that overrepresentation in lower academic tracks is correlated to the fact that adolescent newcomer emergent bilinguals in grades 6 –12 don’t have the literacy instruction that is usually taught at elementary level, and oftentimes, teachers are not prepared to teach the skills needed, such as phonics (Short & Boyson, 2012). These students are also held to the same standard as their English native-speaking peers and are required to take part in high-stakes assessments in English, even though they have not yet mastered the language (Short & Boyson, 2012).

Short and Boyson (2012) categorized adolescent newcomer emergent bilinguals in the following ways, according to their level of literacy as they entered school in the U.S.:

- Literate (on grade level newcomers / partially schooled newcomers).
- Newcomers with interrupted education (SIFE).
- Late entrant immigrant newcomers (Short & Boyson, 2012).

The impact of first language literacy and grade-level content knowledge on English literacy development is evident. Literate on grade level adolescent newcomer emergent bilinguals develop English literacy faster when compared to other adolescent newcomer

emergent bilinguals; adolescent newcomer emergent bilinguals with interrupted formal education develop their English slower at first when compared to other newcomers (Short & Boyson, 2012).

Overall, the literature reviewed contextualizes who adolescent newcomer emergent bilinguals are and how complex their needs can be from the perspectives of both researchers and the students. Adolescent newcomer emergent bilinguals have specific academic needs, depending on their level of literacy in their first language. The following investigation of the literature focuses on adolescent newcomer emergent bilinguals at school level.

### **Practices for Teaching Adolescent Newcomer Emergent Bilinguals**

Several school districts in the U.S. have made efforts to address the challenges that all newcomer emergent bilinguals face in school (Short & Boyson, 2012). Short and Boyson's (2012) study suggests that the current practices for teaching adolescent newcomer emergent bilinguals are highly diverse and evolve over time (Short & Boyson, 2012). Cardoza and Brown (2019) argue that most practices focus on using some type of English as a second language pedagogy (Cardoza & Brown, 2019). Oikonomidou (2015) adds that most practices aim to create empowering literacy classrooms that celebrate student' backgrounds and use relationship-building to build social capital (Oikonomidou, 2015). Aldana and Martinez (2018) and Calderón (2020) focus on the practices that exist that are aimed toward a whole-school commitment to these literacy practices (Aldana & Martinez, 2018; Calderon, 2020). Palmer et al. (2007) and Bang (2011) discuss the practices that focus on parental engagement in the school community.

Short and Boyson's (2012) case study compiled a database of the adolescent newcomer program profiles of schools nationwide. Even though the database is not comprehensive, as other

newcomer programs exist and chose not to participate in the research study, 63 programs across 24 states that served 10,899 adolescent newcomer emergent bilinguals were identified and analyzed. The data revealed that numerous school districts have recognized that adolescent newcomer emergent bilinguals at middle school and high school level need effective educational programs that serve not only the students but also their families and the community they are part of. The programs included in the study had both academic and social goals for the adolescent newcomer emergent bilinguals. This is important, because these students are not only learning English and core classroom content – they are also learning about American culture and the American school system. The programs in the study used some type of English as a second language pedagogy and offered classes in at least one content area. Most programs showed their dedication to bilingualism and biliteracy, yet depending on the program structure, the spotlight on English acquisition was more intense due to state testing (Short & Boyson, 2012).

Gonzalez et al. (2005) argue that accessibility to the curriculum and what it has to offer depends on the relationships that students can build with other students in the classroom. In addition, Haynes and Zacarian (2010) suggest that groups that include both adolescent newcomer emergent bilinguals and other students in the school provide students with peer support. Saunders et al. (2013) add that by providing opportunities for students to collaborate in pairs or groups, students can access better learning outcomes. These findings highlight Lave and Wenger's (1991) community of practice theory, which describes learning as a shared group experience. Learning is a social process that takes place in the social practices that students engage in every day (Farnsworth et al., 2016). Oikonomidou's (2015) study adds an important layer to the practice of relationship-building, as students work in groups. She argues that we have to make sure we are taking into account the underrepresented newcomer emergent bilinguals in

the classroom. Oikonomidou (2015) argues that teachers should be aware that not all adolescent newcomer emergent bilinguals have the same background or speak the same first language.

When observing the group interactions of adolescent newcomer emergent bilinguals in a high school that had a predominately Latino newcomer population, she saw that the underrepresented students struggled with social integration because they didn't speak Spanish. "The students stated that Spanish was used as a mechanism of exclusion" (Oikonomidou, 2015, p. 331). These findings call for the entire school community to understand, appreciate, and celebrate all of its students.

In addition, an analysis of Aldana and Martinez's (2018) study and Calderon's (2020) article reveals the importance of helping these students succeed as a school-wide commitment. Schools have to consider how all of their members can work collectively and collaboratively to support their adolescent newcomer emergent bilinguals. "It should be that there is a space for students to grow, but the staff should have professional development and more opportunities to grow and learn about newcomer students" (Aldana & Martinez, 2018, p. 143). This is important, because there is often little collaboration between school staff (e.g., teachers, school counselors, administrators), and it takes more than just the classroom teacher to ensure the success of the students.

Palmer et al.'s (2007) study as well as that of Bang (2011) both highlight the importance of parent involvement in the practices used to teach newcomer emergent bilinguals. Palmer et al. (2007) argue for the need to have schools create opportunities for parents to become involved in the school and also understand the structure of the schools that their children are attending. Bang makes the case for encouraging parents to speak and read to their children in their first language as "immigrant parent involvement in their children's education promotes academic performance"

(2011, p. 416). Valdez (1996) warns that while it is important to create opportunities for parents to be involved in the school, teachers and staff need to understand that lack of parent involvement does not mean that parents do not care (Valdez, 1996).

In her ethnography, Valdez (1996) details how immigrant parents often have to work multiple jobs and are learning English themselves. Therefore, she advocates for the focus to be on the strengths of these parents and to respect their courage, as it takes time for them to also adjust and learn the new culture (Valdez, 1996). Valdez argues that teachers and school staff should strive to understand the limitations that come with working with newcomer parents (Valdez, 1996).

A synthesis of the literature reviewed above as well as the comprehensive database created by Short and Boyson (2012) highlight the following aspects of effective newcomer emergent bilingual student programs:

- flexible scheduling of courses and students;
- careful staffing and targeted professional development;
- basic literacy development materials and reading interventions;
- content area instruction aimed at filling gaps for students with interrupted schooling;
- extended time for instruction and support (e.g., after-school programs or summer school);
- the schools' building of connections with families and social services;
- monitoring student data (e.g., test scores);
- technology integration; and
- transition programs to help newcomers ease into regular school classes and/or into life beyond high school (Short & Boyson, 2012).

## **Key Concepts and Theoretical Frameworks for Teaching and Learning**

Two main themes emerged in the literature reviewed above in relation to adolescent newcomer emergent bilinguals. One is the importance of learning in groups (Gonzalez et al., 2005; Gonzalez-Howard & McNeil, 2016; Peercy et al., 2013) and two is the pedagogies used to teach English to these students (Cardoza & Brown, 2019). Within these two themes, three pedagogical theories were highlighted discussed so far.

### **Lave and Wenger's (1991) Community of Practice Theory**

In the following video, Wenger presents and discusses the concepts of community of practice.

University of Derby Online Learning. (2014, October 20). *UDOL Academic Conference 2014 - Communities of Practice: Theories and Current Thinking*. [Video]. YouTube. <https://www.youtube.com/watch?v=71xF7HTEipo>

Lave and Wenger (1991) argue that learning is a social process that takes place in the social practices that students engage in every day. A community of practice is not a 'group' or a 'team'; instead, it is a social process of negotiating proficiency in skill over time. This process leads to the formation of relationships among the individuals that are participating which is then a byproduct of the process (Farnsworth et al., 2016). As the video outlines, this helps take the focus away from the teacher dispensing the information and allows the students to become participants in the creation of their own understanding. This is important for adolescent newcomer emergent bilinguals, as they are coming to the U.S. as new arrivals and outsiders. It is vital to give these students the opportunity to feel like they belong and are part of the school and to allow them to learn by using this process of proficiency-negotiation in navigating their new

life in the U.S. This also allows other students to see that newcomer emergent bilinguals have a lot to share and can be productive members of the community (Leseaux & Harris, 2015).

While a community of practice might have all of the right ingredients to help adolescent newcomer emergent bilinguals, a possible drawback is that the teacher in the classroom may have the misconception that newcomer emergent bilinguals don't have much to offer in a group setting (Leseaux & Harris, 2015). Another drawback could be that the main language used in the community is not accessible to these students (Oikonomidou, 2015).

### **Cummin's (1981) Common Underlying Proficiency Theory**

In the following video, Wink lectures on the principals of the common underlying proficiency theory.

Wink, J (2015, January 15) *Principles of bilingual education* [Video]. YouTube.  
<https://youtu.be/8Blua4pTeXU>

Cummins (1981) argues that it is important to use the first language to transfer the skills to the second language. This key theoretical framework, as outlined in the video, shows the importance of allowing students to further develop their first languages: If they can acquire that skill, they can then transfer it to other contexts. This is important for adolescent newcomer emergent bilinguals, as it can allow students who are considered SIFE or literate (with partial schooling) to catch up in their own language.

While this is a key element for adolescent newcomer emergent bilinguals, school districts are hesitant to approach bilingual education programs and continue to rely on ESL approaches that focus solely on teaching and learning English, and not on teaching other disciplines such as math or science (Cardoza & Brown, 2019).



## **Krashen's (1981) Input Hypothesis**

In the following video, Wink discusses and outlines with examples Krashen's five hypotheses.

Wink. J (2015, January 15) *Krashen 5 hypotheses* [Video]. YouTube.  
[https://youtu.be/3dcN2T5j\\_dM](https://youtu.be/3dcN2T5j_dM)

Krashen (1981) argues that language acquisition takes place in an environment where the students' affective filter, or their feelings of stress and anxiety, is low. This helps the student feel safe and able to make mistakes. Students learn a language when they have an input (i.e., what they hear, what they see, and what they read) that is comprehensible (Krashen, 1981). As Dr. Wink mentions in the video, we learn when we can understand messages.

However, English-Only approaches have used the argument that students need as much input as they can get in order to learn. However, this is not comprehensible or meaningful, thus meaning that it becomes problematic, since school districts are trying to find quick ways to transition students to all-English classes or to pass standardized tests (Short & Boyson, 2012).

Overall, these three theoretical frameworks are important when working with adolescent newcomer emergent bilinguals because, as stated before, these students are not just learning a language, they are also learning a new culture and way of life. Students should be encouraged to work in a community where they can learn from their peers and other newcomers. This can help all students involved learn how to be more empathetic. Adolescent newcomer emergent bilinguals should receive input that is comprehensible, as they are learning norms that might be foreign to them, such as sitting still for long periods of time, waiting at a bus stop for the school bus, attendance and report cards, raising a hand to speak, lining up to leave the classroom, using a locker, working independently, being disciplined in school, changing clothes for gym class in front of others, preparing for field trips, and preparing for emergency drills (BRYCS, 2018).

## **Content and Language Relationships**

Viesca et al. claim that there is a strong relationship between approaches to teaching content and teaching language, specifically with multilingual learners. The findings of their comprehensive literature review show evidence “for a strong relationship across content areas such as science, mathematics and literacy” (2019, p. 310). They suggest an interconnected pedagogy that brings content and language together to affect and influence one another. In addition quality content teaching that attends to LOTEs and their use by teachers and students in the classroom (Viesca et al., 2019). This type of pedagogy can be aided by making content comprehensible, as suggested by Krashen (1981); by focusing on literacy development in the first language, as suggested by Cummins (1981); and by using both languages in the classroom as a community of practice, as suggested by Lave and Wenger (1991).

### **Challenges Emerging from the Literature on Adolescent Newcomer Emergent Bilinguals**

*“Every time I opened my mouth they would start making fun of me. And the only thing I can do is just go to the restroom and cry. I was crying all day long, every day. Now I have friends and people actually think I’m popular. But actually, I’m the same person.”*

– *Armenian Youth* (BRYCS, 2018)

The main challenge that emerged in the review of the literature was the approach used for adolescent newcomer emergent bilinguals to enable them to learn English and content. In total, 46% of the programs identified in Short and Boyson’s (2012) case study were English-Only in their instruction; 30% used English and Spanish; and 25% used English with native language support. This comprises just the programs that participated in the study and does not include other adolescent newcomer programs.

Crawford (2004) claims that the U.S. has had a long history of underserving emergent bilinguals in terms of its approaches to English language education, with it sometimes accommodating minority languages and other times repressing them. In the 1960's, Title VII of the Elementary and Secondary School Act funded experimental approaches where students were taught partly in their native language and partly in English. This approach is known as transitional bilingual education (Crawford, 2004). In 1974, the decision made in the *Lau v. Nichols* case placed the responsibility of overcoming language barriers on school boards and not on the parents or students (Moran, 2005). In contrast, in 1998, Proposition 227 disassembled most bilingual programs in the state of California and instead put in place an English-Only approach, similar to what Massachusetts and Arizona had implemented (Crawford, 2004). The following is an analysis of the body of research that has been conducted on the different approaches that emerged from Short and Boyson's (2012) case study.

### **Monolingual Approaches to Teaching Adolescent Newcomer Emergent Bilinguals**

#### **English-Only**

Auerbach's (1993) article argues that while there has been "widespread opposition" to the English-Only movement, ESL educators continue to uphold the "notion that English is the only acceptable medium of communication within the confines of the ESL classroom" (p. 9). Weinberg praises English-Only practices and shares the restrictive measures in her classroom of not allowing students to use their L1, she shares what she tells her students "This is an English-Only classroom. If you speak Spanish or Cantonese or Mandarin or Vietnamese or Russian or Farsi, you pay me 25 cents. I can be rich" (1990, p. 5).

The American Psychological Association posits further that English-Only advocates such as Weinberg argue that in order to help newcomers assimilate and learn the language, they need to surrender their native language. “They argue that linguistic minority groups are resistant to surrendering their native language usage following immigration to the U.S. and that only a national language policy will ensure a language shift to English” (The English-Only movement—Myths, reality, and implications for psychology, 1991). Auerbach suggests that these practices, which may be unconsciously accepted by teachers as the “natural and inevitable way of doing things, may be in fact inherently political, serving to maintain the relative position of participants with respect to each other – they help to perpetuate existing power relations” (1993, p. 11). Furthermore, Auerbach suggests that monolingual approaches to teaching English have been “cyclical fluctuations in policy often determined by political rather than pedagogical factors” (1993, p. 12).

In a more recent reflection, Auerbach (2016) extends the article with a new concept: that of ‘microaggressions’. She suggests that enforcing English in ESL classrooms is an example of a microaggression in the sense that “it devaluates the linguistic resources and hence the identities of some language minority learners under the guise of ‘helping’ them to learn English” (Auerbach, 2016, p. 937).

A study by Oller and Eilers (2002) provided evidence that students in bilingual programs (i.e., programs that use two languages to teach the second language and content) do as well on tests of English reading as comparison students in English-Only programs; and often, students do better (Oller & Eilers, 2002).

Cummins et al. (2012) posit that when there is no support for students in their language and when they are enrolled in standard ESL programs, it can take emergent bilinguals up to

seven years to acquire the English language skills necessary to fully understand and participate in a regular, mainstream English classroom. This is problematic, especially for adolescent newcomer emergent bilinguals, because it implies that they may not be able to acquire English while they are in school. For example, if a student arrives in the U.S. in 9<sup>th</sup> grade, they will only have four more years in high school.

In a study comparing English-Only approaches, transitional bilingual approaches (where the main goal is English language acquisition in as fast a time as possible) with a late-exit bilingual approach (where students learned their first language while they developed their English for a couple of years) showed that English-Only students scored lowest in almost every academic subject and that late-exit bilingual students scored highest, even when all groups were tested in English (Crawford, 1989).

### **Multilingual Approaches to Teaching Adolescent Newcomer Emergent Bilinguals DLBE**

Thomas and Collier (1997) posit that, for a long time, we have viewed emergent bilinguals as “problems” that need to be “remediated”. They believe this is made especially evident in school districts that have transitional bilingual programs or English-Only programs in place that are “remedial” in nature. They argue that educators and policymakers should focus on enrichment programs that are intellectually challenging and use student’s cultural wealth as a resource for learning (Thomas & Collier, 1997).

Thomas and Collier’s (1997) study demonstrates that these enrichment programs have been called dual language, bilingual immersion, two-way bilingual, and developmental bilingual education. These programs began as a commitment to bilingual education for grades K-12 in the

1960s, where students would be taught 90% of the school day in the minority language and 10% in the majority language (Thomas & Collier, 1997).

The following videos created by Elgin School District U-46 and the School District of Philadelphia illustrate the core features of what DLBE programs look like in their schools.

<b>Elgin School District U-46 (80:20 model)</b>	School District U-46 (2017, February 1) <i>Dual Language/Lenguaje Dual</i> [Video]. YouTube. <a href="https://youtu.be/12wc4Qxlzso">https://youtu.be/12wc4Qxlzso</a>
<b>School District of Philadelphia (50:50 model)</b>	The School District of Philadelphia (2017, July 18) <i>Dual Language Program:Spanish</i> [Video]. YouTube. <a href="https://youtu.be/Bls3ErIZOXY">https://youtu.be/Bls3ErIZOXY</a>

In a 2015 report, the U.S. Department of Education identified that Delaware, Georgia, New Mexico, North Carolina, and Utah were the only states to have specific models and expectations for DLBE programs in 2015, while other states leave this decision, as well as the program design, up to the individual school districts and stakeholders (U.S. Department of Education, 2015).

According to the Consolidated State Performance Reports, in 2012–2013 alone, 39 states and the District of Columbia stated that school districts that had federal Title III funding had at least one dual language program that year (U.S. Department of Education, 2015). The languages featured in these programs were Spanish, Chinese, certain Native American languages, and French. These programs mirror the data from the Pew Research Center presented earlier in this chapter, where the origin of adolescent newcomer emergent bilinguals in the U.S. was examined.

## **DLBE Program Models**

There are two main models for DLBE that emerged from the literature reviewed above. As claimed in the video created by the Elgin School District U-46, these are two-way and one-way dual language programs.

Two-way dual language programs place emergent bilinguals and native English speakers together. Providing instruction in both languages allows students to develop their literacy skills without diluting the curriculum (Collier & Thomas, 2004; Tedick & Young, 2018). “This approach allows English learners to help native English speakers learn through a second language, while native English speakers help English learners acquire curriculum through English” (Thomas & Collier, 2003, p. 62).

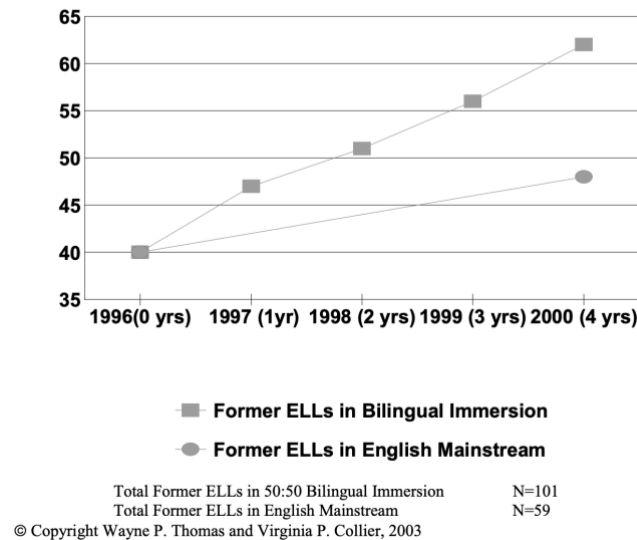
One-way dual language programs were contextualized as programs designed for speakers of one language. They can be designed for emergent bilinguals who continue to develop their literacy skills in their first language while they are also learning the curriculum in English at the same time (Collier & Thomas, 2004; Tedick & Young, 2018). “These programs exist typically in demographic contexts where there are few or no native English speakers in the schools. DLBE programs provide integrated, inclusive, and unifying education that contrast the segregated, exclusive and divisive education characteristics of many traditional English-Only and transitional programs” (Thomas & Collier, 2003, p. 61).

## **DLBE Program Efficacy**

Collier and Thomas (2004), Steele et al. (2017), and Cardoza and Brown (2019) have all found evidence that dual language education enhances student outcomes and has the potential to close the achievement gap for emergent bilinguals. For emergent bilingual students, both one-

way and two-way DLBE programs have been successful not only in obtaining English proficiency but in other subjects also (Collier & Thomas, 2004; Steele et al., 2017; Cardoza & Brown, 2019).

Collier and Thomas's (2004) longitudinal research across 23 school districts of different sizes, in different settings (i.e., urban, suburban, and rural), and spread over 15 states analyzed student test scores and showed that students who had been in DLBE programs showed incredible growth over four years on the Terra Nova in English reading test when compared to students who had not been enrolled in DLBE programs. This is illustrated in Figure 3.



**Figure 3:** Northern Maine ELL Achievement by Program

On the Terra Nova in English Reading (Collier & Thomas, 2004, p. 10).

In particular, as shown in Figure 4, with emergent bilinguals in 90:10 one-way DLBE programs, the achievement gap was projected to close by grade 5 (Collier & Thomas, 2004).



<b>Program Type</b>	<b>Annual Gap Closure</b>	<b>Annual Effect Size</b>	<b>% of Gap Closed by Grade 5</b>
<b>One-way 90:10</b>	<b>3 - 5 NCEs</b>	<b>0.14 - 0.24*</b>	<b>70% - 100% +</b>
<b>One-way 50:50</b>	<b>3 NCEs</b>	<b>0.14</b>	<b>70%</b>
<b>Two-way 90:10</b>	<b>4 - 6 NCEs</b>	<b>0.19 - .29*</b>	<b>95%- 100% +</b>
<b>Two-way 50:50</b>	<b>3.5 - 5 NCEs</b>	<b>0.14 - 0.24*</b>	<b>70% - 100% +</b>

*\* = meaningful and significant annual effect*

*Notes:*

*(1) Using norm referenced tests – a difficult test measures the true gap size, an easier test underestimates the gap*

*(2) ELLs started at grade K with no exposure to English*

*(3) Achievement gap = 1.2 national standard deviations*

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**Figure 4:** Achievement Gap Closure for English Learners in Dual Language Programs (Collier & Thomas, 2004, p. 15).

Steele et al. (2017) found that students randomly assigned to dual language immersion programs outperformed their non-dual language counterparts on English reading tests by 13% of a standard deviation in fifth grade and 22% of a standard deviation in eighth grade. This research comprised a longitudinal study that followed kindergarten cohorts from 2005 to 2011. It was conducted on a large scale, as it looked at Portland Public Schools, one of the biggest districts in the Pacific Northwest. This district caters to its students with its dual language immersion programs and offers programs in Spanish, Japanese, Mandarin Chinese, and Russian.

Furthermore, the emergent bilingual students in kindergarten who were randomly assigned to the dual language immersion were three percentage points more likely to reach English proficiency by grade 6. This was significant, especially with students whose mother tongue matched the programming language, as they were 14 percentage points more likely to reach English proficiency by grade 6. In addition, Cardoza and Brown (2019) found that a one-way DLBE program enhanced and improved learning outcomes, specifically for newcomer

emergent bilingual students in math. The empirical data they analyzed revealed that the newcomer emergent bilingual Latinx students who received instruction in Spanish exhibited higher gains (7%) when compared to those receiving that instruction in English (<3%).

On the other hand, Valdez (1997) warns that these programs may affect the way students see language and power (Valdez, 1997). Babino and Stewart (2017) found that students enrolled in a one-way program valued bilingualism as a whole and English and Spanish individually. However, students reported a preference for using English more than Spanish academically and socially. They stated that “in order to create a successful and sustainable dual language program with the end goals being high levels of bilingualism, biliteracy, and biculturalism for its graduates, one must attend to the issue of identity and how it is negotiated in multicultural contexts” (Babino & Stewart, 2017, p. 21).

Dorner (2010) examined the attitudes of immigrant parents who had their children enrolled in a two-way immersion program and found that a lot of parents were given the information from the school, but also had conversations with friends and other family members who believed that an English-Only approach would help their kids learn English faster and that they should learn Spanish at home (Dorner, 2010).

Celic and Seltzer (2011) claim that due to a lack of a standard model for dual language programs in most states, some programs might have a strict separation of languages, such as English and Spanish (CUNY NYSIEB, 2019). This becomes extremely challenging for adolescent newcomer emergent bilinguals because they cannot use all of their linguistic resources to learn (Celic & Seltzer, 2011). In addition, these students might not have the literacy skills in their first language to engage with the content, even if it is in their first language, as they can be literate, SIFE, or late entrant newcomers (Short & Boyson, 2012).

## **Translanguaging**

Lang (2019) proposes that a promising way in which to leverage the lack of a standard model in DLBE that can help emergent bilinguals, in general, has emerged as translanguaging (Lang, 2019). Translanguaging first emerged in Wales. Cen Williams used the term ‘translanguaging’ when talking about the ways in which pedagogical practices in English and Welsh were used for different purposes in the classroom in 1994 (Vogel & García, 2017). This concept was then extended by García’s (2009) *Bilingual Education in the 21st Century* to encompass the dynamic heteroglossic practices of multilingual people and to focus on the ways in which bilingual education puts languages together instead of keeping them separate (García, 2009). However, it is not the only language mixing ideology that exists, as code-switching, translation, bilingualism/biliteracy, pluri/poly/multilingualism, hybridity, and multiliteracies are also in use (Cope et al., in press).

### **What Translanguaging Is and What Translanguaging Is Not**

Translanguaging is emerging in the literature (Poza, 2017; Vogel & García, 2017). However, it is not the only approach that has been considered in the field when thinking about language mixing. Cope et al. (in press) address the nuances that emerge when the term “translanguaging” is presented. They present the following breakdown and definition of terms that help to clarify how translanguaging is different from other language mixing ideologies by putting them side by side:

**Translanguaging:** Challenges the code view of language. (internal)

**Code-switching:** Moves between different languages, language in contact, dialects or registers. (external)

**Translanguaging:** Captures the space between languages, language varieties, discourses, registers and modalities because there are no 'borders'.

**Translation:** Can be interlingual or intralingual. Everything can be translated, but translated meanings are never quite the same. Translation separates and keeps languages apart, working 'across borders'.

**Translanguaging:** Challenges the conceptual and pedagogical separation of languages.

**Bilingualism/biliteracy:** Encompasses the dynamics of two languages brought together in a society or education.

**Translanguaging:** Proposes a disaggregated view of language as the meaning-making features that human beings use.

**Pluri/poly/multilingualism:** Encompasses the dynamics of multiple languages in a multicultural society.

**Translanguaging:** May be situated as a special instance of these general phenomena.

**Hybridity:** Includes sociological and linguistic concepts of in-betweenness, third spaces, transliteracies, and heteroglossia.

<b>Translanguaging:</b> Reconceptualizes language as a multimodal resource for sense and meaning-making. (Cope et al., in press).	<b>Multiliteracies:</b> Moves beyond language to multimodal meanings while acknowledging the variability of meaning-making.
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Martin (2005), Shin (2005), and Zentella (1981) have argued that ‘mixing’ languages in the classroom is not beneficial and traditionally has been discouraged, with teachers and students having negative attitudes toward the practice. Edwards (2012) and Grin (2018) have critiqued the term translanguaging. However, Cummins (in press) argues that there is “widespread support in the academic literature for the propositions that bi/multilingual individuals draw on the totality of their linguistic resources in communicative interactions and that classroom instruction should encourage students to use their full linguistic repertoire in flexible and strategic ways as a tool for cognitive and academic learning” (Cummins, in press).

### **Translanguaging: Definitions Through the Years**

Over the years, translanguaging has been defined in different ways (Nagy, 2018). Below are some of the definitions that have been put forward by scholars:

- Baker (2001): “Translanguaging is the process of meaning-making, shaping experiences, gaining understanding and knowledge through the use of two languages” (2001, p. 288),
- García (2009): “Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (2009, p. 140).

- Creese and Blackledge (2010) used the term translanguaging to describe a range of flexible bilingual approaches to language teaching and learning.
- Canagarajah (2011): “Translanguaging is the ability of multilingual speakers to shuttle between languages, treating the diverse languages that form their repertoire as an integrated system” (2011, p. 401).
- Li Wei (2014): Translanguaging is going between and beyond different linguistic structures and systems including different modalities.
- Flores (2014): Translanguaging has a political agenda that is related to social and linguistic circumstances of minoritized bilingual or multilingual communities.
- Otheguy et al. (2015): “Translanguaging is the deployment of a speaker’s full linguistic repertoire without regard for watchful adherence to the socially and politically defined boundaries of named languages (i.e., English, Spanish, etc)” (2015, p. 283).
- García and Lin (2016) introduced a ‘strong’ and ‘weak’ version of translanguaging. The ‘weak’ version upholds national languages but calls for a softening of those boundaries in education. The ‘strong’ version posits that bilinguals build a single linguistic repertoire from which they learn to select appropriate features.
- García and Kleyn (2016): Translanguaging is the practice of bilingual individuals that use a single linguistic repertoire from which they strategically select features to communicate effectively.

Nagy summarizes that “there is no general consensus over what an integrated language system means and how the concept of language should be understood in this theoretical framework” (2018, p. 43).

## **The Evolution of Translanguaging as a Theoretical Framework**

García and Lin claim that translanguaging has “deep social justice implications for the education of bilingual students. Whereas monolingual students are usually allowed the full use of their linguistic repertoire in assessment and learning, bilinguals are seldom permitted to do so, thus keeping them silent and unengaged in teaching and assessment activities” (2017, p. 123). Flores (2014) adds that translanguaging is not simply a research method but rather a part of a larger political struggle of linguistic self-determination for language-minoritized populations (Flores, 2014). García and Li Wei (2014) argue that instead of focusing on acquiring two separate or more language systems, bilingual speakers can select and deploy particular features to negotiate meaning from a unitary linguistic repertoire. Otheguy et al. (2015) state that three core premises underpin translanguaging theory:

- Translanguaging theory posits that individuals select and deploy features from a unitary linguistic repertoire to communicate.
  - It draws on the way ‘society’ labels people’s language practices. These named languages (e.g., ‘English’, ‘Spanish’, ‘French’) are social constructs and not linguistic facts (Otheguy et al., 2015).
- Translanguaging theory adopts a perspective on bi- and multilingualism that privileges the speaker’s own dynamic linguistic and semiotic practices above the named languages of nations and states.
  - It focuses on the ‘internal view’ of bi- and multilingual people’s flexible and fluid use of language that goes beyond the socially constructed boundaries of ‘named languages’ (García & Li Wei, 2014).

- Translanguaging theory recognizes the effects of socially constructed named language categories and structuralist language ideologies, especially for minoritized language speakers (Otheguy et al., 2015).
  - ‘Academic language’ is a social construct, and additive bilingualism approaches are rooted in raciolinguistic ideologies (Flores & Rosa, 2015).

García, Flores, and Spotti (2017) argue that formal education institutions all over the world have a structuralist view of language use. Teachers, administrators, and policymakers view bilingualism as either a subtractive or additive component of education. As more bilingual students enter schools, translanguaging has become a more common practice around the world. It has emerged as a common practice among immigrant refugee students as well as a practice among students who want to learn other languages (García, Flores, & Spotti, 2017).

Otheguy et al. (2015) emphasize that schools have the power to break down the exclusive language regulation, use, and status quo of standard language that they have helped to build. Translanguaging theory can help teachers view standard languages through a more critical lens, and this can lead to a leveraging of their student’s full linguistic repertoire and help them develop their bilingualism in their everyday lives.

Cummins (in press) argues that the theoretical framing of ‘Unitary Translanguaging Theory’ fails to “address relevant empirical evidence, incorporates logically inconsistent propositions, and communicates unclear and at times confusing messages to educators committed to equitable and effective teaching of minoritized students" (Cummins, in press).

The problematic theoretical framing of Unitary Translanguaging Theory has resulted in unproductive debates about whether this perspective is inconsistent with the promotion of civil rights (MacSwan, 2020) and an ally of linguistic imperialism and linguistic injustice (Grin,



2018). These debates are, at the very least, a distraction from the main goal of translanguaging theory, namely the transformation of the educational experiences of minoritized students such that their voices are heard in the classroom and beyond” (Cummins, in press).

Cummins goes on to acknowledge that there is “legitimacy” to the pedagogical translanguaging possibility by stating that “translanguaging can scaffold the students’ L2 learning and their L2 academic content learning (e.g., Cummins & Early, 2011) as well”. He adds that “these multilingual instructional strategies also serve to connect curriculum to students’ lives, affirm their identities, and reinforce their knowledge of how language works as an oral and written communicative system” (Cummins, in press).

### **Some Characteristics of Translanguaging as a Pedagogical Possibility**

García et al. (2017) argue that the strategic use of translanguaging can serve the purposes of:

- Support as students engage with and comprehend complex academic and non-academic content and texts. Translanguaging may promote a deeper understanding of the subject matter.
- Opportunity for students to develop linguistic practices for academic and social contexts. Translanguaging may help the development of the weaker language.
- Space for students to use their emergent bilingualism and their ways of knowing. Translanguaging may also facilitate home-school links and cooperation.
- Development in the students’ bilingual identities and socioemotional learning (García et al., 2017).

For this reason, they propose three elements that make up a translanguaging pedagogy: (1) a translanguaging stance, (2) a translanguaging design, and (3) translanguaging shifts. (García et al., 2017).

García & Li Wei (2018) posit that the most important aspect of a translanguaging pedagogy is that it requires teachers to develop a “juntos/together” stance which is “an understanding that human beings make meaning by using the features of their entire language repertoire in interrelationships” (2018, p. 4). Translanguaging pedagogies are used in two ways: as a scaffold for students to make meaning of the academic content, and as a transformative tool that allows students to represent themselves, not in reference to the label they are given at the school, but rather as themselves (García & Li Wei, 2018). As this is an emerging pedagogical approach, translanguaging has appeared in different ways in current practices.

### **Examples of Translanguaging in Current Practice: Translanguaging as a Scaffold**

In this video, García outlines and reinforces the type of teacher that is needed in order for translanguaging pedagogy to be effective. She argues that although all teachers can apply translanguaging, monolingual teachers will have to be ‘co-learners’ and use the technology at hand and rely on the community. Translanguaging has to be strategic.

CUNY NYSIEB (2015, November 15) *Session 2: What is Translanguaging?* [Video].

YouTube. [https://youtu.be/Z\\_AnGU8jy4o](https://youtu.be/Z_AnGU8jy4o)

García’s approach resonates with what emerged from Aldana and Martinez’s (2018) as well as Calderon’s (2020) studies, where it was found that in the best teaching practices for

adolescent newcomer emergent bilinguals, the importance of learning as a community and school-wide commitment was most impactful (Aldana & Martinez, 2018; Calderon, 2020). This claim aligns with that of Leseaux and Harris (2015), who observed that newcomer emergent bilinguals need to feel a sense of belonging and have a lot to contribute in a group setting. García et al. posit that translanguaging as a pedagogical approach is critical for recent immigrant students, because it can “leverage student strengths and mitigate the possibility of experiencing alienation at school” (2012, p. 52).

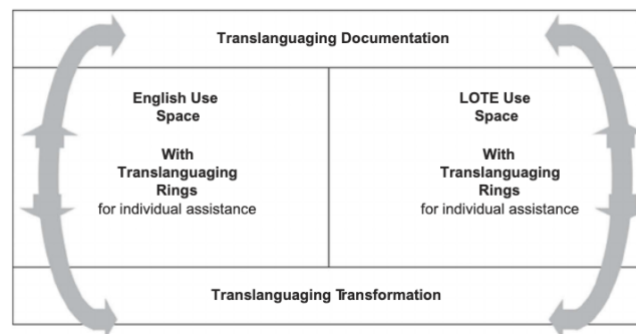
### **Examples of Translanguaging in Current Practice: Translanguaging in DLBE**

Martin-Beltrán (2014) asserts that similar to DLBE programs, drawing on students’ first languages using translanguaging pedagogies has proven able to strengthen students’ communicative repertoires. Flores and García (2014) add that it increases the students’ access to content learning, and Sayer (2013) states that it expands students’ academic literacy in English.

Sánchez et al. (2017) describe how some DLBE models of allocation have a “strict separation” of the languages and mentions Cummins (2007) and the idea of the ‘two solitudes’, where students are seen as consisting of two monolinguals, as they are only given spaces where they can communicate in one language or the other. She also argues for the importance of having a space that helps students and celebrates their linguistic diversity in the following video.

CUNY NYSIEB (2017, August 14) *Translanguaging in Dual Language Education: Creating Transformative Spaces* [Video]. YouTube. <https://youtu.be/YPTNucPK9BA>

In the video, Sánchez presents the idea of translinguaging in DLBE: “In addition to the students following the dual language bilingual education model (50:50, 80:20, 90:10, etc), teachers also plan for spaces in which students are allowed to deploy any of the features in their language repertoire to show what they know and can do and make sense of new learnings” (CUNY NYSIEB, 2017). Sánchez explains that the following framework was created along with García and Solorza and the CUNY NYSIEB team for the use of translinguaging with emergent bilinguals:



**Figure 5: A Translinguaging Framework**

(Sánchez et al. 2017).

In this framework, illustrated in Figure 5, the students have a designated translinguaging documentation time that occurs before lessons and allows teachers to identify the gaps in their knowledge in their first language; then they move to the designated English time or Spanish time. Within the Spanish or English time, students have translinguaging ‘rings’, where teachers create a designated time where students can translanguage and use any features of their first language repertoire to build their language and understand the content (Sanchez, 2017).

Sánchez (2017) also argues that there are numerous administrators and other researchers who believe that there should be a clear separation of languages. She explains that

when DLBE began, the focus was on making sure that students had access to learning the language of power. Sánchez states that within the proposed framework, there is still a separation of languages, as the goal is to attain bilingualism and biliteracy, but the translanguaging space allows students to use all of their linguistic repertoires. The translanguaging space also allows students to develop a deeper understanding of the fact that both languages are valid and should be seen as equal (Sanchez, 2017).

However, Allard's (2017) study shows how simply including translanguaging strategies without teachers taking a more active stance on translanguaging does not lead to positive results in a school where students would benefit from translanguaging in their education (Allard, 2017). In addition, Allard argues that "there is a need to pause before concluding that translanguaging in the classroom will be effective across all contexts" (2017, p. 117).

### **Social Justice in Multilingual Education and Specifically in Translanguaging**

Cummins (2009) highlights that the growing body of research legitimizes multilingual education for minority and marginalized students. He further posits that educational effectiveness is not about just including the students' first language during instruction, but also about reversing historical patterns of social injustice. Furthermore, three non-negotiable principals suggested by Cummins should underline programs that aspire to be effective with these students. These principles are:

- strong and effective promotion of fluency and literacy in both languages.
  - Stepping away from a transitional use of the L1 and then a quick transition to English, but rather, a continued promotion of fluency and literacy in L1 and in English.

- sustained literacy engagement in both languages, with ‘literacy’ understood in a broad sense as the oral and written repository of a community’s cultural knowledge.
  - In particular, literacy terms of understanding the stories/legends from the student’s culture or their community. Students should have access to literacy materials in their L1 and practice extensive reading in both their L1 and English.
- empowerment, the collaborative creation of power within the classroom.
  - Empowerment, as used by Cummins, is the collaborative creation of power. This is where power is not a fixed quantity, but rather it is collaboratively generated in interpersonal and intergroup relations. Participants are more affirmed in their identities and have a greater sense of efficacy to create change in their life or situation (Cummins, 2009, p. 35).

In the following video, Cummins argues that when focusing on newcomer emergent bilingual students specifically, there are certain factors that contribute to their underachievement, and these factors are related to how power relations have been exercised. Educators need to acknowledge that, from a pedagogical perspective, power is present in all aspects of schooling. From the teachers that are hired to work there, how the curriculum is developed, what language is chosen for instruction, to the ways in which all the mentioned factors affect pedagogy. These relations then influence the way in which educators interact with these students. These interactions then form an interpersonal space where leaning happens or doesn’t happen and where identities are negotiated. Furthermore, these identity negotiations either reinforce coercive relations of power or promote collaborative relations of power (Asia Pacific Multilingual Education Working Group, 2014).

Asia Pacific Multilingual Education Working Group (2014, January 20) *Multilingual Education for Social Justice—Part 3—Pedagogy for Empowerment*. [Video]. YouTube. <https://youtu.be/GJajycotf5M>

Cummins puts forward six questions when looking at these power relations:

1. Are the students getting the message that they are capable of becoming bilingual and biliterate?
2. Are the students getting the message that they are capable of higher-order thinking and intellectual accomplishments?
3. Are the students getting the message that they are capable of creative and imaginative thinking?
4. Are the students getting the message that they are capable of creating literature and art?
5. Are the students getting the message that they are capable of generating new knowledge?
6. Are the students getting the message that they are capable of thinking about and finding solutions to social issues? (Asia Pacific Multilingual Education Working Group, 2014).

All in all, Cummins suggests (2009) that if we want students to emerge from school as intelligent, imaginative, and linguistically talented, then they should be treated as intelligent, imaginative, and linguistically talented individuals from the first day they arrive at school. This is especially important for adolescent newcomer emergent bilinguals because, as van Lier and Walqui's (2010) study found, many teachers don't treat these students in this way. This is especially detrimental to adolescent newcomer emergent bilinguals, as they may only be enrolled in school for one or two years, depending on their arrival date (Cummins, 2009). Moreover,

educators seem fixated on the apparent need these students have to acquire English quickly in order to pass standardized tests or fulfill graduation requirements. This leads to the treatment of their language practices as an afterthought (Hansen-Thomas et al., 2020).

Cioé-Peña and Snell (2015) claim that teachers can sometimes be heard saying that these students come to school with ‘nothing’ (Cioé-Peña & Snell, 2015). Palmer and Martínez state that bilingual students are typically expected to speak two languages, but the assumption with them is that they will understand neither language correctly, as dominant monolingual ideologies inform teacher perceptions of these students, thus “obscuring potentially fruitful opportunities for leveraging their dynamic and varied linguistic repertoires” (2013, p. 272).

Cioé-Peña and Snell claim that translanguaging in any classroom is itself a socially just act. “Translanguaging creates a learning space for emergent bilinguals that more fully realizes the possibilities of social justice. It does this by shifting the discourse away from a deficit model of students with diverse languages and creating translanguaging spaces that students experience as empowering, adaptable, relevant and reflective of their own life experiences” (Cioé-Peña & Snell, 2015).

### **Gaps in the Literature**

In van Lier and Walqui’s (2010) study, it was found that many misconceptions surrounding adolescent newcomer emergent bilinguals revolve around simplifying language and content as these students are learning English, or even misconceptions when assessing what these students can and can’t contribute in the classroom setting. Van Lier and Walqui further posit that simplified language and content decrease meaning-making. The researchers also claim that adolescent newcomer emergent bilinguals should not be treated as incapable of learning these



skills, language, or content as they begin school (van Lier & Walqui, 2010). Leseaux and Harris claim that they should be treated as positive collaborators who can offer worthwhile contributions to classroom participation (Leseaux & Harris, 2015). García (2009) argues that translanguaging pedagogical strategies can address these concerns and make content more accessible and contribute to greater academic achievement (García, 2009).

Different approaches have been used to teach these students specifically, as they are always trying to catch up to the moving target that is their English-speaking counterparts, and translanguaging has emerged as a possible way in which to help these students learn. What is missing from the literature is a qualitative meta-analysis that explores the relationship between translanguaging as a pedagogical possibility and its impact on the learning experiences of adolescent newcomer emergent bilinguals. This is because it is an emerging pedagogy (Poza, 2017), and while the body of research in translanguaging has been growing, “little is known about how a collective body of qualitative research findings contributes to our understanding of a particular topic within the field” (Thunder & Berry, 2016, p. 318).

This study aims to fill the gap in the literature by exploring this relationship. It seeks to do this by synthesizing the existing body of literature that exists on translanguaging as a pedagogical possibility and adolescent newcomer emergent bilinguals in the U.S. In particular, it aims to:

- analyze the evolution of translanguaging as a pedagogical possibility and its impact, if any, on the learning experiences of adolescent newcomer emergent students in the U.S.;
- understand how these students use translanguaging in school; and

- synthesize what the literature says the social justice implications are, if any, of using translanguaging as a pedagogical possibility to teach these students.

### **Research Questions**

The research questions that guided this qualitative meta-analysis were:

**RQ 1:** How might translanguaging as a pedagogical possibility impact the learning experiences of adolescent newcomer emergent bilinguals?

**RQ 2:** How do adolescent newcomer emergent bilinguals use translanguaging in school?

**RQ 3:** What does the literature say the social justice implications are, if any, of using translanguaging as a pedagogical possibility to teach adolescent newcomer emergent bilinguals?

## **CHAPTER 3: METHODOLOGY**

This chapter outlines and describes the qualitative meta-analysis methodology that was used to analyze and synthesize the findings on the impact of translanguaging as a pedagogical possibility on the learning experiences of adolescent newcomer emergent bilinguals. The study aimed to further expand what is known about translanguaging and adolescent newcomer emergent bilinguals by exploring the social justice implications of translanguaging as a pedagogical possibility to teach these students in specific. In addition, a description and justification of data sources and data collection, and a data analysis plan are included.

### **Research Studies Eligibility Criteria**

#### **Participants**

The focus of this qualitative meta-analytic study was on adolescent newcomer emergent bilinguals. An adolescent newcomer emergent bilingual is any foreign-born student who has recently arrived in the U.S. (U.S. Department of Education, 2016), is 10–19 years old, whose native language is a language other than English, who comes from an environment where a language other than English is dominant, and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i) the ability to meet the challenging state academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. ESEA, as amended by ESSA, Section 8101[20] (U.S. Department of Education, 2016).

## **Translanguaging as a Pedagogical Possibility**

The focus of this qualitative meta-analytic study was on the relationship between translanguaging as a pedagogical possibility and the learning experiences of adolescent newcomer emergent bilinguals. Cope et al. (in press) state that a distinguishing feature of translanguaging “is not so much analytical as it is political”. For this reason, this study aimed to examine studies that cite or define ‘translanguaging’ using García’s extended construct of translanguaging, which describes the dynamic, heteroglossic, linguistic practices of multilingual students. This was appropriate, as there is no ‘consensus’ on the definition of translanguaging (Nagy, 2018). This ensured that among the studies included in this qualitative meta-analysis, homogeneity is aimed for among the definitions, with García as the common denominator. As translanguaging is an emerging pedagogy, there were no limits placed on staff qualifications, as there are none set by the U.S. Department of Education or the Boards of Education (e.g., ISBE, ODE, CA Dept of Education) of different states.

## **Study Design: Qualitative Meta-Analysis**

A qualitative meta-analysis allowed the researcher to approach the findings of individual studies and treat them as data points that would then generate a data set that would be combined in order to find emerging themes and answer the research questions. Furthermore, it allowed the researcher to discover “essential elements and translate the results into an end product that transforms the original results into a new conceptualization” (Schreiber et al., 1997, p. 314).

The epistemological approach to this qualitative meta-analysis aimed to carefully examine the original studies “more from the meta-analysts’ perspective, although in a dialogical

manner that allows for the incorporation of new, discrepant, unexpected findings” (Timulak, 2014, p. 486).

Meta-analysis as a research method has been embraced in many fields, but it doesn’t lack its fair share of criticism. Borenstein et al. warn about a potentially serious problem when the synthesis is based on a small number of studies: “Without sufficient numbers of studies, we will have a problem estimating the between studies variance, which has important implications for many aspects of the analysis” (2009, p. 364).

Lee (2019) argues that one number cannot summarize a research field – publication bias exists, and not all variables are comparable. This is because treatment effects can vary from study to study; studies that have positive outcomes tend to be the ones that are published more than those who do not, and some variables have no comparable measure for a meta-analysis (Lee, 2019). A systematic approach as well as transparency in conducting a meta-analysis help to resolve conflicts and uncertainties between studies and assist in deriving meaningful conclusions. The use and value of a meta-analysis is likely to increase in the future based on its power to reveal new findings (Lee, 2019).

Lipsey and Wilson suggest that as a meta-analyst, the researcher must be transparent with the process, as “meta-analysis is a structured research technique in its own right and hence requires that each step be documented and open to scrutiny” (2001, p. 5). Therefore, as guided by Hedges (2018), the researcher’s rationale for the literature database search methods, the inclusion/exclusion criteria for the studies (including keywords), the approach that will be taken to address publication bias, and the limitations of the meta-analysis (Hedges, 2018) have been included in the following section.

## **Procedures**

For this study, the focus was on articles in peer-reviewed journals, chapters in books, as well as research reports that focused on bilingual education. This procedure was deliberate because, as this is a qualitative meta-analysis, Timulak (2014) highlights that qualitative studies are often published in “the format of books or book chapters that may not be readily available in some search databases” (p. 487). The intention of this qualitative meta-analysis was to select all of the significant studies, both published and unpublished, that meet the inclusion criteria set for this study.

## **Strategy for Electronic Searches**

The following databases were chosen: ERIC, EBSCO, ProQuest, LLBL, and JSTOR. The rationale behind the selection of these databases was guided by talks with Dr. Nancy O’Brien at the UIUC library, who recommended them because of their focus on education, and these databases helped to ensure that the studies and articles mentioned would address the set research criteria.

In addition, six journals were ‘hand-searched’, guided by consultations with Dr. Enrique Degollado, Dr. Idalia Nuñez, Dr. Jose Del Real Viramontes, and Dr. Yoon Pak. They suggested journals that could help answer this study’s research questions. The five journals were: *Bilingual Research Journal*; *TESOL Quarterly*; *The Journal of Language, Identity and Education*; *Journal of Teacher Education*; and *Review of Research in Education*.

## Gray Literature

Tsuji et al. argue that “a more reliable index of gray literature would reduce the individual’s dependence on high effort strategies and enable discovery via the standard database search, which at the same time increases transparency” (2020, p. 59). Guided by Tsuji et al. (2020), the researcher included two dissertation databases: IDEALS and ProQuest Dissertations & Theses Global. The researcher emailed (Appendix A) several scholars and experts in the field of bilingual education (Table 1).

**Table 1:** Emailing Scholars and Experts in the Field

Scholar	Email sent	Reply
Nelson Flores nflores@upenn.edu	Yes	Yes. Flores said he did not have any unpublished work focused on translanguaging at the moment.
Claudia Cervantes-Soon csoon@asu.edu	Yes	No reply.
Ofelia García ogarcia@gc.cuny.edu	Yes	Yes. Received advice on the preliminary methodology and research questions of this study and a link to her works on her website <a href="https://ofeliagarcia.org.wordpress.com/publications/">https://ofeliagarcia.org.wordpress.com/publications/</a>
Jim Cummins james.cummins@utoronto.ca	Yes	Yes. Received chapter (in press) that critiques translanguaging.
Jose Medina jose@drjosemedina.com	Yes	No reply.
Idalia Nuñez idalian@illinois.edu	Yes	Yes. Nuñez met with the researcher in a follow up to the email and provided two articles.

The researcher also posted on social media, specifically in two groups on Facebook that have scholars and experts in the field of bilingual education. The Chicanx/Latinx Ph.D & Ed.D Scholars of Education group and the ESL Teachers K-12. The researcher asked for unpublished works that could be included in the study if they met the records criteria and had the appropriate keywords.

These two groups were chosen because, as the researcher is working on the Ed.D program online, the opportunities to network with other researchers have been limited. However, these online spaces have allowed the researcher to be able to make connections with some scholars in the field. The Chicanx/Latinx Ph.D & Ed.D Scholars of Education group has 2,473

members who are allowed to join the group after adding their school affiliation. The ESL Teachers K-12 group has 6,932 members who are also allowed to join after adding their school affiliation.

## **Records Criteria**

The records criteria for this study called for records that:

- were published between 2010–2020.
  - This is because there is no record of any type of meta-analytic study of translanguaging and adolescent newcomer emergent bilinguals in the past ten years.
- were conducted in the U.S.
  - There are a lot of records that mention translanguaging all over the world; however, the focus of this study was the U.S.
- were in English.
  - This would ensure that the records that appeared would focus on records from the U.S. After a preliminary search, some records in Spanish appeared, but they were conducted in Mexican border towns.
- had adolescent newcomer emergent bilinguals as their participants.
  - This would make sure that nuances on newcomer students would be minimized, as all records would focus on adolescent newcomer emergent bilinguals.
- were about translanguaging pedagogy that defined translanguaging, citing García's work.
  - This would make sure that nuances on translanguaging would be minimized, as all the records would have the same understanding of translanguaging.



- discussed the social justice implications of using translanguaging pedagogies with adolescent newcomer emergent bilinguals.
  - This would address the potential extension to what already exists on translanguaging pedagogies and adolescent newcomer emergent bilinguals.

## **List of Keywords**

The keywords criteria for this study called for records that listed the following:

- Translanguaging AND newcomer students.
- Translanguaging AND newcomer student perceptions.
- Translanguaging AND social justice.
  - Originally, the key words included ‘adolescent’ and ‘emergent bilinguals’.

However, this needed to change once the researcher began the database search, as very few studies appeared with that search. Opening the keywords up to encompass all newcomer students allowed for more records to be identified and screened.

## **Study Selection**

Following the guidelines of the Fischler College of Education for meta-analysis dissertations, this study selection was guided by a modified PRISMA Flow Diagram (Appendix B). This was done in order to keep track of the records identified through database screening, the records identified through other sources, the number of records after duplicates were removed, the number of records screened and excluded, the full-text articles assessed for eligibility, the full-text articles excluded with reasons, and finally, the studies that were included in the

qualitative meta-analysis. This was necessary to ensure transparency. The researcher documented each step of the data collection process carefully and in detail.

## Data Collection Process

After considering the following recommendations from Levitt (2018) on Table 2, and guided by Timulak (2014), the researcher preformed a two-step appraisal approach to collect the data. Step one considered the recommendations by Levitt (2018); however, the researcher also considered gray literature in the forms of dissertations and sought out unpublished works in order to address publication bias (Tsuji et al., 2020). The researcher then used the set records criteria in order to assess all of the items that came up in the search. The researcher went to each database that was chosen and searched for records that would meet the records criteria using the set keywords (e.g., Translanguaging AND Newcomer Students) as well as managing each of the advanced search options to make sure the publication dates were from ‘2010–2020’ and that the studies were from the ‘United States’. This was done in order to ensure that the records that came up in the search were relevant to this study, especially after a first search of ‘Translanguaging’ yielded 361 results on ERIC; 356 results on EBSCO; 2,887 results on ProQuest; 874 results on LLBA; and 488 results on JSTOR.

**Table 2:** Conceptual Issues and Recommendations for Designing Qualitative Meta-Analysis (Levitt, 2018, p. 369).

Issue	Question	Methodological Recommendation
(1) Identifying and describing primary studies.	How comprehensive does my search need to be?	Consider whether your goal is to review the complete literature base or to collect enough primary studies to reach a saturated set of findings or model that answers your question.
	How should I consider the quality of primary articles?	Consider restricting data collection to published studies, using methods that rate quality, or coding methodological features.
	How should I consider the fit of primary articles with the research question?	Seek a diversity of studies within the scope of your research question or adjust your question to fit the available studies. Articulate justifications for the fit between types of diversity included or coded in the studies and your question. Be transparent in describing your procedures for assessing fit (inter-rater coding, etc.).

Once the records appeared, the researcher saved each record to Zotero, a citation manager, in order to keep an accurate record of any duplicates that might surface across databases or keywords. A total of 173 records were identified, and 39 duplicates were removed, leaving a total of 134 records to be screened. In total, six records were excluded due to inaccessibility; they were all from the IDEALS database. A total of 128 records were screened and assessed for eligibility. The researcher documented each of the databases and the number of records that appeared with each search; duplicate records that appeared were then noted and appear in Table 3 with an asterisk. The researcher then went to each record and screened them using the set records criteria. To ensure transparency, the researcher also documented all of the exclusion rationales for each database. In the exclusion rationale table, the full text name, the authors, and the exclusion rationale were included (Tables 4–8).

**Table 3:** Detailed Data Search Documentation \*Denotes duplicate studies/articles

<b>Keywords</b>	<b>ERIC</b>	<b>EBSCO</b>	<b>ProQuest</b>	<b>LLBA</b>	<b>JSTOR</b>
Translanguaging / Newcomer Students	5	1*	5	5	10
Translanguaging / Newcomer Student Perceptions	1* 6	1* (same as above)	2*	4* 2	4* 2
Translanguaging/ Social Justice	2	2* 3	2	0	1
<b>TOTAL</b>	<b>13</b>	<b>3</b>	<b>7</b>	<b>7</b>	<b>13</b>
Total (Screened)	13	3	7	7	13
Records Excluded Due to Accessibility	0	0	0	0	0
Full Text Articles Assessed for Eligibility	13	3	7	7	13
Full Text Articles Excluded with Reasons	13	3	6	7	9
<b>Studies to be Included in Qualitative Meta-Analysis</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>4</b>

**Table 4:** Detailed Database Exclusion Rationale ERIC

<b>#</b>	<b>Full-Text</b>	<b>Author</b>	<b>Exclusion Rationale</b>
1	Engaging All Readers through Explorations of Literacy, Language, and Culture. The Fortieth Yearbook: A Double Peer-Reviewed Publication of the Association of Literacy Educators and Researchers	Araujo, J., Babino, A., Cossa, N., & Johnson, R	The participants in the study were in elementary school.

Table 4 (cont.)

#	Full-Text	Author	Exclusion Rationale
2	Multimodal Spaces for Digital Translanguaging: Using “Storyjumper” to Engage Bi/Multilinguals in Interactive Storytelling	Ezeh, C.	This article explored and analyzed the “Storyjumper” literacy tool and did not test it. It was more of an explanation of what “Storyjumper” is and how it can be implemented in the classroom.
3	Bridging Literacy Practices through Storytelling, Translanguaging, and an Ethnographic Partnership: A Case Study of Dominican Students at Bronx Community College	Parmegiani, A.	This study was not done in a K-12 setting.
4	Interrogating the Language Gap of Young Bilingual and Bidialectal Students	García, O. & Otheguy, R.	This article focused on redefining the ‘language gap’ with young bilingual and bidialectal students.
5	Spontaneous Biliteracy: Examining Latino Students’ Untapped Potential	de la Luz Reyes, M.	The participants in the study were in elementary school.
6	Translanguaging as a Political Act with Roma: Carving a Path between Pluralism and Collectivism for Transformation	Smith, H., Robertson, Leena H., Auger, N., & Wysocki, L.	This study was done in Europe with Roma students.
7	"Teacher, ¿Puedo Hablar en Español?" A Reflection on Plurilingualism and Translanguaging Practices in EFL	Ortega, Y.	This study was set in Colombia.
8	Multilingualism(s) and System-Wide Assessment: A Southern Perspective	Heugh et al.	This study was set in South Africa.
9	Transformative Pedagogy: Emergent Bilinguals and “Perspective Taking”	Huerta, M.	The participants in the study were in elementary school.
10	“Glocalization”: Going beyond the Dichotomy of Global versus Local through Additive Multilingualism	Joseph, M. & Ramani, E.	The participants in the study were undergraduate students.
11	Translanguaging and Equity in Groupwork in the Science Classroom: Adding Linguistic and Cultural Diversity to the Equation	Gómez Fernández, R.	This article was a review of Alexis Patterson’s research in Luxembourg.
12	Science Education in a Bilingual Class: Problematising a Translational Practice	Unsal, Z., Jakobson, B., Molander, B., & Wickman, P.	This study was done in Sweden.
13	Pedagogies and Practices in Multilingual Classrooms: Singularities in Pluralities	García, O. & Sylvan, C.	This article reviewed the practices in the Internationals Network of schools in NYC. While it mentions adolescent newcomer bilinguals, it is not a study and does not have any participants.

Table 5: Detailed Database Exclusion Rationale EBSCO

#	Full-Text	Author	Exclusion Rationale
1	Biliteracy of African American and Latinx Kindergarten Students in a Dual-Language Program: Understanding Students’ Translanguaging Practices Across Informal Assessments.	Bauer, E., Bouchereau, C., Soria, E., & Wiemelt, J.	The participants in the study were in elementary school.

Table 5 (cont.)

#	Full-Text	Author	Exclusion Rationale
2	SLA and the Study of Equitable Multilingualism	Ortega, Lourdes	This article was focused on the UK.
3	Reframing Language Allocation Policy in Dual Language Bilingual Education	Sánchez, M. T., García, O., & Solorza, C.	This article did not have any participants. it did mention names, but it wasn't noted if these were just to give examples or if they were actual participants.

Table 6: Detailed Database Exclusion Rationale ProQuest

#	Full-Text	Author	Exclusion Rationale
1	Transnational Civic Education and Emergent Bilinguals in a Dual Language Setting	Di Stefano, M. & Steven, C.	The participants in the study were in elementary school.
2	Countering Linguistic Imperialism with Stories in the Languages of Africa: The African Storybook Initiative as a Model for Enabling In and Out of School Literacies	Reed, Y.	This study was done in South Africa.
3	Promoting Academic Achievement Through the Mother Tongue and a Critically Compassionate Intellectual Praxis	Permegiani, A.	The participants in the study were in community college.
4	Power, Identity, and Culture in International Students' Perceptions of Academic Writing	Garska, J. & O'Brien, S.	The participants in the study were in a university in Ireland.
5	Latinx Children's Push and Pull of Spanish Literacy and Translanguaging.	Bussert-Webb et al.	There were no specific markers that showed that any of the eight participants were newcomer students. There was a mention that one participant had previous education in Mexico, but it was not disclosed who the participant was.
6	Hybrid Practices in the Alternative Learning Spaces of Community-Based Heritage Learning Programs	Hinman, T. & He, Y.	This study focused on Community Cultural Wealth and did not specify which participants were newcomer students.

Table 7: Detailed Database Exclusion Rationale LLBA

#	Full-Text	Author	Exclusion Rationale
1	Exploring Notions of Success Through the Social and Cultural Capital of Adult Refugee Background Students	Liscio, J. & Farrelly, R.	The participants in the study were adults.
2	Intersecting Scapes and New Millennium Identities in Language Learning	Higgins, C.	This study was set in Hong Kong.
3	Factors Influencing Cognate Performance for Young Multilingual Children's Vocabulary: A Research Synthesis	Squires, et al.	The participants in the study were in elementary school.
4	Redefining Spanish Teaching and Learning in the United States	Pascual, D. & Prada, J.	This article focused on Spanish as a foreign language.
5	Emergent Bilingual Students in Secondary school: Along the Academic Language and Literacy Continuum	Menken, K.	This article was a literature review of translanguaging and SIFE students.

Table 7 (cont.)

#	Full-Text	Author	Exclusion Rationale
6	Ethnography of Language Planning and Policy	Hornberg, et, al.	This article focused on Language Planning Policy and included data from 2000. This was before the 2010 search criteria.
7	Joint Colloquium on Plurilingualism and Language Education: Opportunities and Challenges (AAAL/TESOL)	Garton, S. & Kubota, R.	This article was a summary of the colloquium that took place at the AAAL Conference in Portland, Oregon. It reads as notes taken at the conference.

Table 8: Detailed Database Exclusion Rationale JSTOR

#	Full-Text	Author	Exclusion Rationale
1	Legitimizing Multilingual Teacher Identities in the Mainstream Classroom	Higgins, C. & Ponte, E.	This study focused on teacher identities.
2	Myths and Realities: A History of Haitian Creole Language Programs in New York City	Cerat, M.	This paper focused on the language policies in NY City public schools from the 1980s to the 1990s.
3	Translanguaging, TexMex, and Bilingual Pedagogy: Emergent Bilinguals Learning Through the Vernacular	Sayer, P.	The participants in the study were in elementary school.
4	Introduction to the Special Issue: The Intersectionality of Border Pedagogy and Secondary Education: Understanding and Learning from the Powerful Worlds and Lives of Latino/a Youth	Ramirez, P. & Jimenez-Silva, M.	This is an overview of other studies that do not meet the search criteria.
5	Making Meaning Through Translanguaging in the Literacy Classroom	Pacheco, B. & Miller, M.	The participants in the study were in elementary school.
6	Translanguaging in Today's Classrooms: A Biliteracy Lens	Hornberger, N. & Link, H.	The participants in the study were in elementary school and undergraduates.
7	The Effects of Gendered Immigration Enforcement on Middle Childhood and Schooling	Gallo, S.	The participants in the study were in elementary school.
8	Student Use of Aspirational and Linguistic Social Capital in an Urban Immigrant-Centered English Immersion High School	Straubhaar, R.	The participants were labeled as emergent bilinguals. but there were no specific markers that showed that they were newcomer students.
9	Youth and Schools' Practices in Hyper-Diverse Contexts	Malsbary, C.	This study did not specify if the four ELL key informants were newcomer students.

The same protocol was followed for the manual journal search (Table 9) and the corresponding exclusion rationales (Tables 10–14).

**Table 9:** Detailed Manual Journal Search Documentation \*Denotes duplicate studies/articles

Keywords	Bilingual Research Journal	TESOL Quarterly	Journal of language, identity, & education	Review of Research in Education	Journal of Teacher Education
Translanguaging / Newcomer Students	3* 5	5	3	1	0
Translanguaging / Newcomer Student Perceptions	0	5*	3*	1	0
Translanguaging/ Social Justice	0	1	7	6	3
<b>TOTAL</b>	<b>5</b>	<b>6</b>	<b>10</b>	<b>8</b>	<b>3</b>
Total (screened)	5	6	10	8	3
Records Excluded Due to Accessibility	0	0	0	0	0
Full Text Articles Assessed for Eligibility	5	6	10	8	3
Full Text Articles Excluded with Reasons	5	6	9	8	3
<b>Studies to be Included in Qualitative Meta-Analysis</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>

**Table 10:** Detailed Exclusion Rationale *Bilingual Research Journal*

#	Full-Text	Author	Exclusion Rationale
1	Proyecto Bilingüe: Constructing a Figured World of Bilingual Education for Latina/o Bilingual Teachers	Ek, L. & Chavez, G.	This article focused on teacher preparation and a teacher preparation program.
2	“Figuring” Bidirectional Home and School Connections Along the Bilingual Continuum	Franquiz, M., Leija et al.	This article focused on teachers that did the Proyecto Bilingüe as part of their teacher training.
3	Identity and Literacy Practices in a Bilingual Classroom: An Exploration of Leveraging Community Cultural Wealth	Lynch, A.	The participants in the study were in elementary school.
4	Remodeling Dual Language Programs: Teachers Enact Agency as Critically Conscious Language Policy Makers	Babino, A. & Stewart M.	The participants in the study were in elementary school.
5	“Where the true power resides”: Student Translanguaging and Supportive Teacher Dispositions	Poza, L.	The participants in the study were in elementary school.

**Table 11:** Detailed Exclusion Rationale *TESOL Quarterly*

#	Full-Text	Author	Exclusion Rationale
1	Navigating Immigration Law in a “Hostile Environment”: Implications for Adult Migrant Language Education	Simpson, J.	The participants in the study were adults.
2	Reimagining English-Medium Instructional Settings as Sites of Multilingual and Multimodal Meaning Making	Blair, A., Haneda, M. & Bose, F.	The participants in the study were in elementary school.
3	“Nosotras no Empezamos a Hacer Eso”: A Social Semiotic View of a Sheltered Science Investigation	Britsch, S.	The study does not specify if the middle school ELP students are newcomers as well.

Table 11 (cont.)

#	Full-Text	Author	Exclusion Rationale
4	Reconceptualizing “Home” and “School” Language: Taking a Critical Translingual Approach in the English Classroom	Seltzer, K.	The study does not specify if the participants are newcomers as well.
5	Multilingual Interactions and Learning in High School ESL classrooms	Davila, L.	The study focused on Canagarajah (2014).
6	Translanguaging Practices in English-Only Schools: From Pedagogy to Stance in the Disruption of Monolingual Policies and Practices	Menken, K. & Sanchez, M.T.	This article focused on the teachers in the schools where they were implementing the translanguaging pedagogy.

Table 12: Detailed Exclusion Rationale *Journal of Language, Identity & Education*

#	Full-Text	Author	Exclusion Rationale
1	Translanguaging Pedagogies for Positive Identities in Two-Way Dual Language Bilingual Education	García-Mateus, S & Palmer, D.	The participants in the study were in elementary school.
2	Challenging Monolingual Ways of Looking at Multilingualism: Insights for Curriculum Development in Teacher Preparation	Barros, S et al.	The participants in the study were undergraduate preservice teachers.
3	The Translingual Identity Development of Two California Teachers: Case Studies of Self-Authoring	Menard-Wawick, J., Masters, K., & Orque, R.	The participants in the study were teachers.
4	Promoting Sociopolitical Consciousness and Bicultural Goals of Dual Language Education: The Transformational Dual Language Educational Framework.	Freire, J.	The participants in the study were teachers.
5	“Until I Became a Professional, I Was Not, Counciouslu, Indigenous”: One Intercultural Bilingual Educator’s Trajectory in Indigenous Language Revitalization.	Hornberger, N.	The participant in this study was a teacher in Peru.
6	The Negotiation of Students’ National Identities in a Bilingual School in Honduras	Bettney, E.	This study took place in Honduras.
7	“Respetar mi idioma”: Latinx Youth Enacting Affective Agency	Ferrada et al.	It is not clear if the student participant is a newcomer student. The article does not specify that she is.
8	“Los Dos Son Mi Idioma”: Translanguaging, Identity, and Social Relationships among Bilingual Youth.	Poza, L.	The participants in the study were in elementary school.
9	Ecologies of Heritage Language Learning in a Multilingual Swedish School	Dávila, L.	The participants in the study were in elementary school and in Sweden.

Table 13: Detailed Exclusion Rationale *Review of Research in Education*

#	Full-Text	Author	Exclusion Rationale
1	Teacher Agency in Bilingual Spaces: A Fresh Look at Preparing Teachers to Educate Latina/o Bilingual Children	Palmer, D., & Martínez, R.	This review focused on teacher preparation programs.



Table 13 (cont.)

#	Full-Text	Author	Exclusion Rationale
2	(Re)Centering Quality in Early Childhood Education: Toward Intersectional Justice for Minoritized Children	Souto-Manning, M., & Rabadi-Raol, A.	The main focus of this chapter was early childhood education.
3	A Transdisciplinary Approach to Equitable Teaching in Early Childhood Education	Souto-Manning, M. et al.	The main focus of this chapter was early childhood education.
4	Intersectionality in Education: A Conceptual Aspiration and Research Imperative	Tefera, A. et al.	This chapter was an outline of the journal volume that introduced comprehensive and nuanced understandings of intersectional perspectives.
5	Combating Inequalities in Two-Way Language Immersion Programs: Toward Critical Consciousness in Bilingual Education Spaces	Cervantes-Soon, C. et al.	This chapter looked at the research on issues in TWI programs.
6	U.S. Spanish and Education: Global and Local Intersections	García, O.	This chapter focused on learning Spanish and teaching Spanish.
7	Developing a Complex Portrait of Content Teaching for Multilingual Learners via Nonlinear Theoretical Understandings	Viesca, K. et al.	This chapter focused on teacher development.
8	A Celebration of Language Diversity, Language Policy, and Politics in Education	Lo Bianco, J.	This conclusion chapter focused on the broad implications for language education policy.

Table 14: Detailed Exclusion Rationale *Journal of Teacher Education*

#	Full-Text	Author	Exclusion Rationale
1	Linguistically Responsive Teaching in Preservice Teacher Education: A Review of the Literature Through the Lens of Cultural-Historical Activity Theory	Solano-Campos, A.	This review focused on teacher preparation programs in U.S. universities.
2	Preparing Bilingual Teachers: Mediating Belonging with Multimodal Explorations in Language, Identity and Culture	Martínez-Álvarez, P. et al.	This study focused on bilingual teacher candidates.
3	“It’s Not Really My Job”: A Mixed Methods Framework for Language Ideologies, Monolingualism and Teaching Emergent Bilingual Learners	Bacon, C.	This study focused on monolingual teachers of emergent bilinguals.

The same protocol was followed for the gray literature (Table 15) and the corresponding exclusion rationales (Tables 16–18).

**Table 15:** Detailed Gray Literature Documentation \*Denotes duplicate article/dissertations

Keywords	IDEALS	ProQuest Dissertations & Theses Global	Scholars and Leaders in the Field
Translanguaging / Newcomer Students	16	14	0
Translanguaging / Newcomer Student Perceptions	16*	24	3
Translanguaging/ Social Justice	1	1	0
<b>TOTAL</b>	<b>17</b>	<b>39</b>	<b>3</b>
Total (Screened)	17	39	3
Records Excluded Due to Accessibility	6	0	0
Full Text Articles Assessed for Eligibility	11	39	3
Full Text Articles Excluded with Reasons	11	33	3
<b>Studies to be Included in Qualitative Meta-Analysis</b>	<b>0</b>	<b>5</b>	<b>0</b>

**Table 16:** Detailed Database Exclusion Rationale IDEALS

#	Full-Text	Author	Exclusion Rationale
1	Korean Emergent Bilingual Students' Language Use and Translanguaging	Lee, C.	The participants in the study were in elementary school.
2	Monolingual Policies in the EFL/Bilingual Classroom: Teachers' Perceptions of and Beliefs about L1/L2 use.	Rojas Villasant, A.	This study was set in Asuncion, Paraguay.
3	Communicative Practices in a Bi-/Multilingual, Rural, Fourth Grade Classroom in Kenya	Kiramba, L.	This study was set in Kenya.
4	Voices Within Sitios y Lenguas: A Bilingual Elementary Context	Romero, G.	The participants in the study were in elementary school.
5	Internationalizing Illinois: English Language policy at UIUC	Mullen, N.	The participants in the study were undergraduate students.
6	Perspectives on Language Teaching from a Democratic School in Brazil	Lloyd, N.	This study was set in Brazil.
7	Discursive (in)Stability: Moral Subjectivities and Global Hierarchies in Transnational Migrant Women's Narratives	Catedral, L.	The participants in the study were adults.
8	From Street to Screen: Linguistic Productions of Place in San Francisco's Mission District	Lyons, K.	This study focused on public displays of language in San Francisco.
9	Carceral Civil Society: Citizenship and Communities in a U.S. Prison	Kurisu, S.	This study was not conducted in a K-12 setting.
10	"Grass doesn't grow faster because you pull it": The Way and the Journey of Becoming an Inquiry Teacher	Cordoba, T.	This study focused on teachers and not on students.
11	Being Seen and Heard: Exploring the Classroom Participation and Literacy Practices of Three Guatemalan Students in their First Year of U.S. Schooling	Linares, R.	The participants were labeled as emergent bilinguals, but there were no specific markers that showed that they were newcomer students.

**Table 17: Detailed Database Exclusion Rationale ProQuest Dissertations & Theses**

#	Full-Text	Author	Exclusion Rationale
1	Native Spanish Vocabulary Development and English as a Second Language Proficiency	Balbuena, J.	The participants in the study were in elementary school.
2	Language Policy and Multilingual Identity at Home and in School	Stephens, C.	This study focused on the parents of students.
3	The Role of Technology in Bilingual Education: Developing a Culture of Excellence	Gomez, B.	This study focused on the role of technology in bilingual education.
4	Writing in a New Environment: Saudi ESL Students Learning Academic Writing	Saba, M.	The participants in the study were undergraduate students.
5	English Language Learners' Perceptions of Translanguaging as an Instructional Method: A Case Study	Castaño, H.	The participants in the study were undergraduate students.
6	Translanguaging Design in a Mandarin/English Dual Language Bilingual Education Program: A Researcher-Teacher Collaboration	Tian, Z.	The participants in the study were in elementary school.
7	Writing Development of Emergent Bilinguals: School-Wide Contextual Factors	Martinez, A.	The participants in the study were in elementary school.
8	Teaching English Language Learners in Alaska: A Study of Translanguaging Choices	Crace-Murray, J.	The study did not specify if the students were newcomer emergent bilinguals.
9	Translanguaging as a Strategy to Boost Human Learning: An Event-Related Potential (ERP) Investigation	Beres, A.	This study was set in the UK.
10	Translanguaging among U.S. Latino Fifth Graders	Bennett, J.	The participants in the study were in elementary school.
11	Literacy and Numeracy in Play: Young Children's Representations of Their Multilingual Worlds	Franco, J.	The participants in the study were in elementary school.
12	Yo hablo inglés when I Feel Like It, or Just when I'm Mad hablo más inglés: Language Use among Latinx Youth in a Predominantly White Midwestern Institution	Zambrano, M.	The participants in the study were undergraduate students.
13	Social Semiotics, Education, and Identity: Creating Trajectories for Youth at Schools to Demonstrate Knowledge and Identity as Language Users	Przymus, S.	Focuses on the practices of teachers.
14	Shifting Goals in Italian Learning: Imagination, Multilingualism, and Agency in the Narratives of Underrepresented Foreign Language Learners	Gaspar, B.	This study focuses on students learning Italian as a second language and not English.
15	Using ACCESS Scores to Predict Readiness for High Stakes Testing	Bagley, S.	This study does not specify if the participants were newcomer students.
16	Voices of Refugee Youth in a Restrictive Educational Language Policy Context in Arizona: Narratives of Language, Identity and Belonging	Corley, K.	The study does not focus on the translanguaging use of the participants in the school setting.

Table 17 (cont.)

#	Full-Text	Author	Exclusion Rationale
17	Narrative Experiences of High School Students Labeled Long-Term English Learners	Csorvasi, V.	This study does not specify if the participants were newcomer students.
18	Engaging with Latin@ “Eth(n)ical Issues” in Middle School Spanish: Using Translanguaging and Comprehensible Input Approaches to Advance Spanish Proficiency and Social Justice Goals	Delavan, M.	The participants in the study were English speakers learning Spanish as a second language.
19	Texas Schools to Watch and Middle-Level ESL Programs: A Multiple Case Study	Walker, M.	This study did not differentiate translanguaging from code-switching. It made references to both and used each term interchangeably.
20	Language Learners’ Translanguaging Practices and Development of Performative Competence in Digital Affinity Spaces	Teske, K.	The participants in this study were in college.
21	"Es que nadie me quiere ayudar" Affective Factors in the Schooling Experience of Recent Immigrants and Dual Language Instruction	Del Rosario Talamantes, M.	The participants in the study were in elementary school.
22	Investigating Scaffolding Strategies for Promoting Reasoning-Based, Collaborative Discourse with Linguistically Diverse Learners in the Mainstream Classroom	Mikelis, S.	The participants in the study were in elementary school.
23	Language Ideologies and Identities of Emergent Bilinguals in Dual Language and Transitional Bilingual Education Context: A Comparative Study	Herrera-Rocha, L.	The participants in the study were in elementary school.
24	Voices from the Community: Linguistic and Educational Adaptations of Adolescent and Adult Haitian Immigrants	Gibson, L.	While the participants on the study meet the research criteria, the observations were done in contexts outside of the school.
25	“But what about the other kids?”: Linguistic and Religious Minority Youth in a Newcomer High School	Woodley, H.	This study used a different definition of translanguaging throughout.
26	“But I am still strong”: The Schooling Experiences and Identities of Three Refugees from Burma	Roof, L.	This study had participants who were newcomers that were fluent in English.
27	Translanguaging in a Middle School Science Classroom: Constructing Scientific Arguments in English and Spanish	Licon, P.	This study focused more on the teacher translanguaging use in the classroom rather than the students.
28	The Writing Strategies and Literacy Sponsors of Successful Chinese Adolescent English Learners	Malkoff, Q. Z	The participants were labeled as English Learners but there were no specific markers that showed that they were newcomer students.
29	A Linguistic Ethnography of Laissez Faire Translanguaging in Two High School English Classes	Mendoza, A.	The participants were labeled as emergent bilinguals but there were no specific markers that showed that they were newcomer students.

*Table 17 (cont.)*

#	Full-Text	Author	Exclusion Rationale
30	Moving Across Languages and Other Modes: Emergent Bilinguals and Their Meaning Making in and around an Online Space	Ronan, B.	The participants were labeled as emergent bilinguals but there were no specific markers that showed that they were newcomer students.
31	An Investigation of Practices, Resources, and Challenges in Mathematical Word Problem Solving among Swahili-speaking African High School Bi-/Multilingual Students in the United States	Wambua, V.	The participants were labeled as emergent bilinguals but there were no specific markers that showed that they were newcomer students.
32	Emergent Bilinguals in YPAR: Agency, Engagement, Translanguaging and Relationships	Arredondo, L.	The participants were labeled as emergent bilinguals but there were no specific markers that showed that they were newcomer students.
33	How do Emergent Bilinguals Learn Math?: The Role of Translanguaging in an English-Only Middle School Mathematics Classroom Setting	Coker, M.	The participants were labeled as emergent bilinguals, but there were no specific markers that showed that they were newcomer students.

**Table 18: Detailed Literature Shared by Scholars and Experts in the field Exclusion Rationale**

#	Full-Text	Author	Exclusion Rationale
1	“Le Hacemos La Lucha”: Learning from Madres Mexicanas’ Multimodal Approaches to Raising Bilingual, Biliterate Children	Núñez, I.	This study focused on the mothers of the students.
2	Transfronterizo Children’s Literacies of Surveillance and the Cultural Production of Border Crossing Identities on the U.S.–Mexico Border	Núñez, I. & Urrieta, L.	This study focused on students who would cross the border into the U.S. every day but did not live in the U.S.
3	Translanguaging: A Critical Analysis of Theoretical Claims. In P. Juvonen & M. Källkvist (Eds.) Pedagogical Translanguaging: Teachers and Researchers Shaping Plurilingual Practices.	Cummins, J.	This book chapter critiques translanguaging theory.

Of the 128 records screened, 117 records were excluded with rationales and did not meet one or two aspects of the inclusion criteria. The 11 records that remained met all of the inclusion criteria and helped address the research questions posed by this study. Step two prompted the researcher to assess the methodological aspects of the 11 records. This assessment included documenting the theoretical framework used, the data collection method, and the data analysis method of each record. The assessment was then used in the findings section in Chapter 4 of this study. Table 19 lists the detailed documentation for the assessment for each of the records.

**Table 19:** Detailed Assessment of Methodological Aspects

#	Database/ Journal	Record	Theoretical Framework	Sampling	Data Collection	Data Analysis
1	ProQuest D&T	Allard (2013) Ethnographic case study	Inductive theoretical approach	Five teachers, six support staff, 12 late-entrant newcomers, Spanish speaking	Ten-month period. Samples of student work, classroom worksheets, ethnographic semi-structured interviews, field notes, and student end of year test scores in the WIDA ACCESS for ELLs	Open ended coding using Atlas.ti, drew patterns out of the data, developed themes and analytic memos.
2	JSTOR	Daniel and Pacheco (2016) Two qualitative studies	Translanguaging	Daniel: Two students from a larger 13- student sample.  Pacheco: Two students from a larger 20- student sample.	Daniel: Five- month period. 20 days of observations with field notes, videotaping two interviews, and two focus group interviews.  Pacheco: Four- week period. 12 days of observations with field notes, videotaping, and two interviews with each participant.	Open and axial coding of field notes and interviews using HyperResearch, both researchers served as peer debriefers for their data analysis, triangulated data with observations, and corroborated findings by consulting with participants’ teachers.
3	JSTOR	Dávila (2015) Qualitative study	Sociocultural frameworks of literacy and identity.	Two students	Year-long period, classroom observations, structured and unstructured interviews in both English and French, and field notes.	Generated codes from interview responses, observational field notes, background literature, and the conceptual framework.
4	JSTOR	de los Ríos and Seltzer (2017) Two ethnographic classroom studies	Border thinking and translanguaging	Criterion- based purposive sampling. Two students.	Participant observations, with field notes and analytic memos.	Analysis of artifacts from students’ classroom work, and audio recordings and transcriptions of classroom talk.

Table 19 (cont.)

#	Database/ Journal	Record	Theoretical Framework	Sampling	Data Collection	Data Analysis
5	ProQuest D&T	Espinet (2017) Ethnography	Sociocultural Activity Theory, Critical Youth Studies and a Translanguaging approach to the understanding of language education.	Small sample size, seven newcomers	Ethnographic methods and visual research methods, field notes, student artifacts. Open- ended interviews and follow-up short interviews. Focus group discussions.	Data analysis was done in an ongoing process with analytical memos. The initial analysis informed the questions for the interview and for some of the follow-up activities that the researcher designed.
6	Journal of Language, Identity & Education	Hansen-Thomas et al. (2020) Formative experiment	Translanguaging	Purposive sampling, five newcomers	Teachers' daily field notes and reflections, field notes, focal student reflections, teacher lesson plans, and student work samples.	Ongoing data analysis informed the direction of the content and instruction. Summative analysis of the data once the study concluded.
7	ProQuest D&T	Herrera (2017) Qualitative case study (Action research)	Translanguaging, Cultural capital theory, Critical Pedagogy Theory, Borderlands Theory and "Border thinking"	One teacher, four students, two newcomers	Field notes, audiotapes, student work, group interviews, and focal student interviews.	Thematic analysis of observation field notes, thematic analysis of lessons, thematic analysis of transcripts of student discussions, and thematic and discourse analysis of audio transcripts from interviews.
8	ProQuest D&T	Kano (2012) Action Research approach within a case study	Translanguaging	Two newcomer emergent bilinguals	Stimulated recall interviews as a principal means of data collection. Student interviews and student work.	Interview data were transcribed and analyzed to address the research questions on student perceptions of translanguaging.

Table 19 (cont.)

#	Database/ Journal	Record	Theoretical Framework	Sampling	Data Collection	Data Analysis
9	ProQuest	Lang (2019) Qualitative study	Language as a socially situated practice, translanguaging and safe spaces.	Three teachers, seven ESL 1 students, and nine newcomer students	Weekly classroom observations between Nov. 2015 and May 2016 (n = 25), interviews with teachers and student focal groups. Field notes and semi-structured interviews	Redefined emerging conclusions through an iterative process of comparison among etic sources and emic sources. Explored themes by creating analytic memos. Uploaded all textual data to Dedoose.
10	JSTOR	Stewart and Hansen-Thomas (2016) Ethnography Two phases: A case study approach and then a formative design to develop an instructional approach that responded to the information learned in the case study.	Transnationalism and Translanguaging	One newcomer student	Interviewing using a constructivist approach to a grounded theory interview, they were done in Spanish (the student's L1). Artifacts were collected from the participant's writing journal for her ELA class. Participant observations.	Recursive data analysis that continued for months after the first phase of the study. Interviews were transcribed shortly after they were completed. Data were uploaded using NVivo 10. Items were first coded with specific terms that denoted how it represented the phenomenon of investigation, which was transnationalism. Using that, one of the researchers developed an instructional unit for the participant's classroom, with the goal to leverage the participant's transnational experiences and translanguaging practices.



Table 19 (cont.)

#	Database/ Journal	Record	Theoretical Framework	Sampling	Data Collection	Data Analysis
11	ProQuest D&T	Vogel (2020) Qualitative Classroom Case Study	Sociocultural Theory, Computational Literacies, Translanguaging, Multimodality	Purposive sampling techniques, four focal newcomer students	One-on-one interviews with students, focus groups, informal conversations, classroom observations, focus groups, and student work samples.	Memo-writing, reflection, selecting moments using criteria inspired by Li Wei, multimodal transcription and translation, data inventory review, thematic clustering, tagging, organizing on dimensions of computational literacies, interpretation through writing, and member checking.

### Preparing the Data

After the methodological assessment of the 11 records, they were read and inspected for any relevant data that they may offer (Timulak, 2014). Guided by Timulak, the researcher considered that "sometimes findings from one project can be presented in several papers" (2014, p. 488). This was the case for two of the records. The researcher was able to identify this while doing the methodological assessment and carefully reading the records. Table 20 documents the record and the authors, and acknowledges the findings that might be duplicates. McCormick et al. (2003) suggest contacting the original authors to ask for clarification. The researcher also documented the email (Appendix C) sent to the authors and if there was a follow-up regarding the clarification questions. The email addresses for the original authors were found by doing a Google search of their names. As these studies are between three and four years old, the original

authors may no longer be affiliated with the institutions that they listed in the original work. The researcher was able to find the email addresses for two of the main authors in this way.

**Table 20:** Detailed Record of Contact with Original Authors

#	Record	Acknowledgement	Email Sent	Reply
1	Daniel and Pacheco (2016) Two qualitative studies shannon.m.daniel@vanderbilt.edu	This article from <i>Journal of Adolescent &amp; Adult Literacy</i> was a report that combined the findings of two separate works: One by Daniel and the other by Pacheco.	Yes, to Daniel.	None
2	de los Ríos and Seltzer (2017) Two ethnographic classroom studies cdelosrios@berkeley.edu	This study also combined the findings of these two studies.	Yes, to de los Ríos.	None

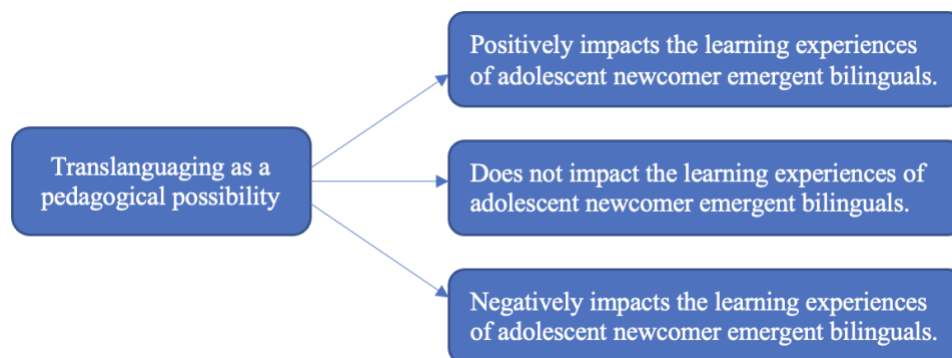
### Data Analysis

Timulak (2014) posits that there are numerous ways of approaching data analysis while conducting a qualitative meta-analysis. The method should be informed by the epistemological and theoretical positions of the meta-analyst. These approaches “utilize a flexible analytical strategy, which is based on comparison, abstraction, observation of similarities and differences among the original studies, while trying to retain contextual influences and detail in the findings, such as rare findings” (Timulak, 2014, p. 488).

This study was guided by Timulak’s (2014) descriptive–interpretive approach to data analysis for a qualitative meta-analysis. The first step in this approach was to create a conceptual framework that would help to organize the data from the 11 records. The researcher wanted to focus on the relationship between translanguaging as a pedagogical possibility and the learning experiences of adolescent newcomer emergent bilinguals.

As this study aims to understand the impact, if any, that translanguaging as a pedagogical possibility has on the learning experiences of adolescent newcomer emergent bilinguals, the conceptual framework needed to be open to findings that could have a positive impact, no

impact, and a negative impact (Creswell, 2018). Figure 6 shows the initial conceptual framework.



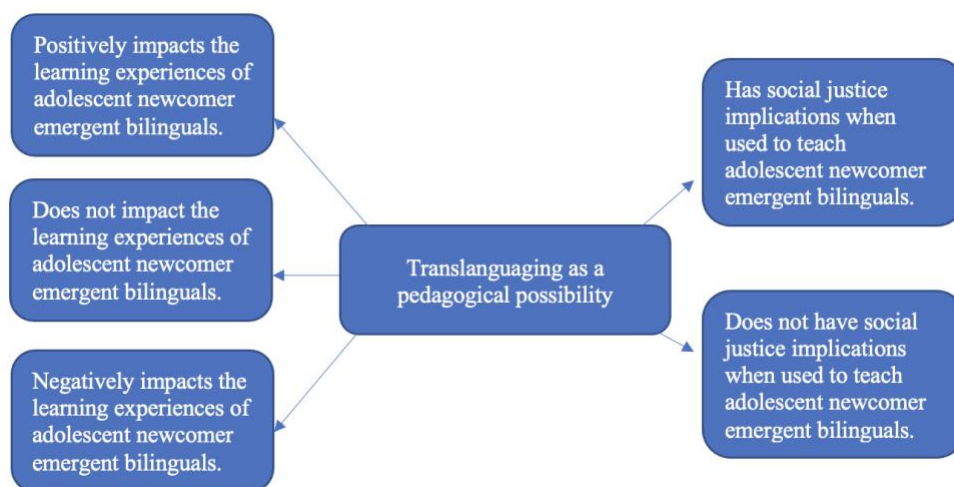
**Figure 6:** Initial Conceptual Framework

The researcher then expanded the conceptual framework so as to also be able to document and analyze the data on what the records said the social justice implications, if any, were of using translanguaging pedagogies to teach adolescent newcomer emergent bilinguals. In particular, the social justice implications came from looking for evidence in the records that would show evidence for the six collective pedagogical inquiry questions, as suggested by Cummins in his 2014 presentation. These questions are:

1. Is there evidence that the students are getting the message that they are capable of becoming bilingual or biliterate?
2. Is there evidence that the students are getting the message that they are capable of higher-order thinking and intellectual accomplishments?
3. Is there evidence that the students are getting the message that they are capable of creative and imaginative thinking?
4. Is there evidence that the students are getting the message that they are capable of creating literature and art?

5. Is there evidence that the students are getting the message that they are capable of generating new knowledge?
6. Is there evidence that the students are getting the message that they are capable of thinking about and finding solutions to social issues? (Asia Pacific Multilingual Education Working Group, 2014).

Evidence from the records for any of these questions can constitute a social justice implication. Figure 7 shows the complete conceptual framework. This framework was formulated with the researcher's epistemological approach in mind, as the researcher aimed to be more interpretive in order to incorporate new, discrepant, and unexpected findings.



**Figure 7:** Complete Conceptual Framework

The data were then assigned within the different domains that were set by the conceptual framework. This was done so the data could be broken into manageable units within the domains. In addition, the researcher used the coding sheet in Appendix D to organize these units and retained the references to the original studies to ensure that their origin could be easily

traceable, as suggested by Timulak (2014). These units were then clustered together and categorized; this abstracted wording was more interpretive. “The abstracted categories presented within a clear conceptual framework then represent the meta-analytic findings” (Timulak, 2014, p. 489).

### **Instrumentation**

Two instruments were used in this study, these were Appendix B the modified 2009 PRISMA Flow Diagram during data collection and Appendix D, a coding sheet that followed the conceptual framework the researcher created helped to identify common themes from the 11 records that were included in this study.

### **Credibility**

In order to maintain the trustworthiness and credibility of the data, the researcher triangulated the different data sources, as these came from dissertations, published studies, and articles. Furthermore, the researcher made sure to expand the conceptual framework in order to be able to identify positive, no, and negative impacts, as suggested by Creswell (2018). The researcher also made sure to carefully detail each step of this qualitative meta-analysis in order to increase credibility, as suggested by Tylor-Powell and Renner (2003).

### **Limitations**

There were a few influences that the researcher could not control. The researcher acknowledges that while specific keywords were used in order to find all of the literature, there may have been some records that would have fit the inclusion criteria that might have had other

tags (e.g., ELLs). The researcher tried to address that by simply using ‘newcomer’ instead of ‘emergent bilingual’. However, there is the possibility that there could have been articles that could have fit the criteria that were not part of the screening process as there are different terms that appear throughout the literature to address these students. Similarly, there may have been articles found in other journals or other databases that were not included in step one of the two step appraisal approach that was taken to collect data.

Another limitation that the researcher acknowledges is that some of the studies from the 117 that were screened and excluded mentioned emergent bilinguals but did not specify if those students were newcomers, even though they appeared in the search having used that keyword. There were also some cases where the participants were labeled newcomers, but they had either been in the U.S. for more than ten years or they had studied English in their home country and therefore were not newcomer emergent bilinguals. Without the specific breakdown or a detailed description of the participants in the study, it was difficult to discern which participants in the study were emergent bilinguals as well as newcomers. Thus, they were not included in this meta-analysis.

## **CHAPTER 4: DATA ANALYSIS AND RESULTS**

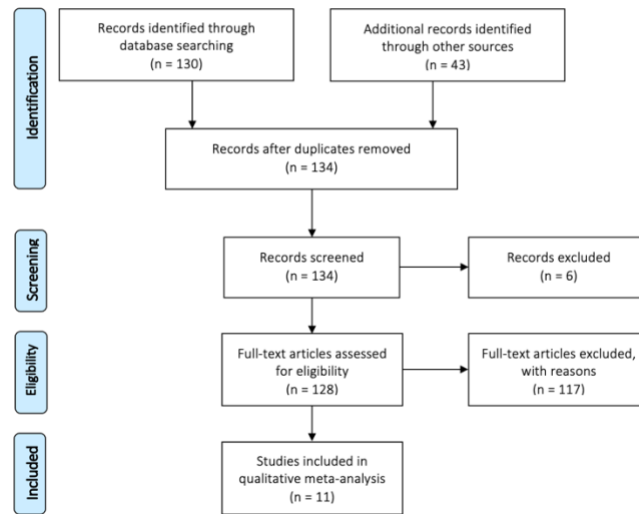
This chapter presents a summary of the research process, followed by a breakdown of the characteristics for the records that met the inclusion criteria. A detailed summary of the descriptive–interpretive approach to data analysis for a qualitative meta-analysis is also presented, as guided by Timulak (2014). Using the evidence from the data analysis, a presentation and discussion of the two key themes that emerged is provided, followed by the answers to this study’s three research questions.

### **Summary of Research Process**

In order to report the results of the selection process, the researcher used a modified PRISMA (2009) Flow Diagram, as seen in Figure 8. The 11 records that met the inclusion criteria became the data collected in order to answer the research questions of this study: (RQ 1) How might translanguaging as a pedagogical possibility impact the learning experiences of adolescent newcomer emergent bilinguals? (RQ 2) How do adolescent newcomer emergent bilinguals use translanguaging in school? and (RQ 3) What does the literature say the social justice implications are, if any, of using translanguaging as a pedagogical possibility to teach adolescent newcomer emergent bilinguals? The researcher followed a qualitative meta-analytic approach that was guided by Timulak (2014). The full citations for the 11 studies included in this study are listed in Appendix E.



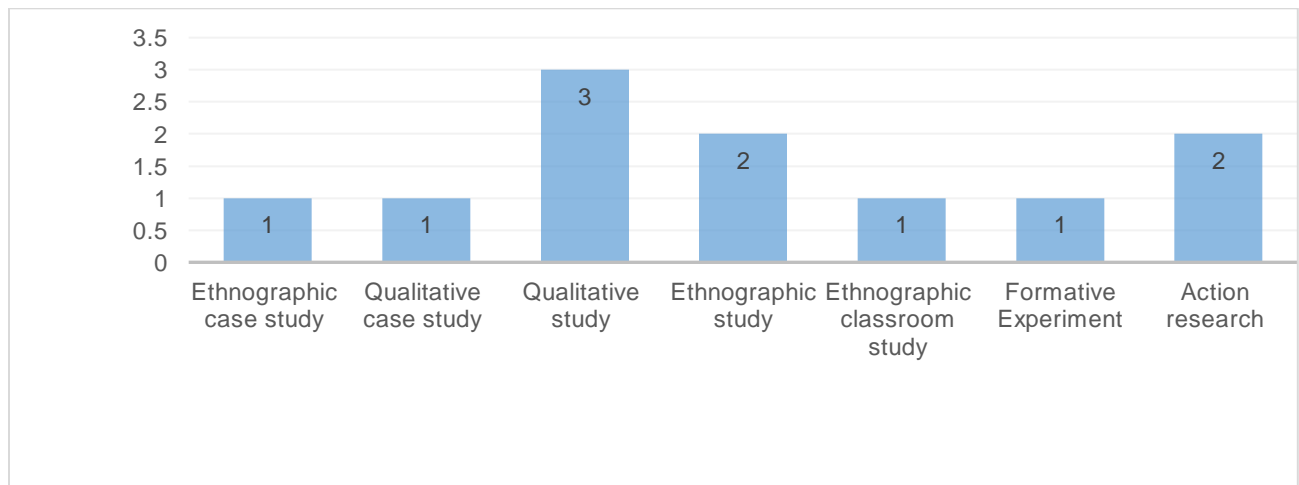
Adapted PRISMA 2009 Flow Diagram



**Figure 8: Summary of Study Retrieval**

### Characteristics of Included Studies

The 11 records that make up the final included studies list were all qualitative, however varied in their approach, as shown in Figure 9.



**Figure 9: Methodological Breakdown**

The 11 records also varied in theoretical framework; this is shown in Table 21.



**Table 21:** Breakdown of Theoretical Frameworks

Theoretical Framework	Record(s)
Inductive theoretical approach	Allard (2013)
Translanguaging	Daniel and Pacheco (2016), Hansen-Thomas et al. (2020), Kano (2012), Stewart and Hansen-Thomas (2016)
Sociocultural frameworks of literacy and identity	Dávila (2015)
Border thinking and translanguaging	de los Ríos and Seltzer (2017)
Sociocultural Activity Theory, Critical Youth Studies and a Translanguaging approach to the understanding of language education.	Espinet (2017)
Translanguaging, Cultural capital theory, Critical Pedagogy Theory, Borderlands Theory and “Border thinking”	Herrera (2017)
Language as a socially situated practice, translanguaging and safe spaces.	Lang (2019)
Sociocultural Theory, Computational Literacies, Translanguaging, Multimodality	Vogel (2020)

Of the 11 records, only Espinet (2017), Hansen-Thomas et al. (2020), and Vogel (2020) adapted the “strong” definition of translanguaging, while the other nine records used the “weak” definition of translanguaging that was established by García and Lin (2016). The records also varied in the way in which translanguaging was used in the classroom. In 10 records, translanguaging was used as a scaffolding tool. However, translanguaging was used as a pedagogy in Hansen-Thomas et al. (2020), using García et al.’s (2017) suggested pedagogical approach.

The 11 records also varied in participants: They were all adolescent newcomer emergent bilinguals, but using Short and Boyson’s (2012) categories allowed the researcher to show the variety in the breakdown of the 57 participants.

- Literate newcomers: 44 participants
- Newcomers with interrupted formal education (SIFE): 1 participant
- Late entrant (latecomers) newcomers: 12 participants.

All 57 participants were between the ages of 10–19, and the LOTEs that they spoke were Spanish, Somali, Arabic, French, Kikongo, Amharic, Tigrinya, Lingala, Haitian Creole, Tajik,

Uzbek, Russian, Chin, Burmese, Chinese, Karenni, Urdu, and Punjabi. The names of the participants were all pseudonyms. Some studies provided more information about the participants than others. Therefore, the information that was provided throughout all the records is listed. The most common approach to the data collection method was field notes and interviews with the students and teachers. The original studies typically analyzed the data, coding it first and then using thematic analysis.

### **Summary of the Descriptive–Interpretive Approach to Data Analysis for a Qualitative Meta-Analysis**

Guided by Timulak (2014), the researcher carefully looked at each record and noted the evidence for each of the categories that were set by the conceptual framework using Appendix D. Table 22 provides a summary of the evidence that was found for the impact translanguageing as a pedagogical possibility has on the learning experiences of adolescent newcomer bilinguals. Table 23 provides a summary of the evidence that was found for what the data say are the social justice implications of using translanguageing pedagogies to teach adolescent newcomer emergent bilinguals.

**Table 22:** Summary of Evidence Found in the Data for the Impact Translanguageing as a Pedagogical Possibility has on Learning Experiences of Adolescent Newcomer Bilinguals

Record	Evidence	
Allard (2013) <b>12 participants</b> (Latecomers)  LOTE: Spanish	+	<ul style="list-style-type: none"> <li>The participants expressed that they preferred the classes where the teacher could speak their LOTE, because it meant that they could understand.</li> <li>Participants felt more ‘welcome’ in classes where translanguageing was used by the teacher and other students.</li> </ul>
	0	'No impact' mentions were not found in this record
	-	<ul style="list-style-type: none"> <li>The participants did not like the translanguageing in the classroom because the teacher’s Spanish wasn’t very good, but she tried to teach it anyway.</li> <li>One participant expressed that she preferred the teachers to use English-Only because it made her pay attention and feel less like she was talking to a ‘friend’.</li> </ul>

Table 22 (cont.)

Record	Evidence	
Daniel and Pacheco (2016) <b>3 participants</b> (Literate newcomers)  LOTE: Spanish, Chin/Burmese, Karenni	+	<ul style="list-style-type: none"> <li>The participants expressed that it was important to them to be able to know their cultural language and that English was important for them for their future.</li> <li>One participant found it helpful to keep up with translanguaging practices because she was the language broker of her family and has to translate letters.</li> </ul>
	-	<ul style="list-style-type: none"> <li>No/negative impact mentions were not found in this record.</li> </ul>
Dávila (2015) <b>2 participants</b> (1 Literate newcomer) (1 SIFE: 3 years of prior schooling, enrolled in 11 <sup>th</sup> grade)  LOTE: Somali, French/Kikongo/Lingala	+/0/-	<ul style="list-style-type: none"> <li>Positive/No/negative impact mentions were not found in this record.</li> </ul>
de los Ríos and Seltzer (2017) <b>2 participants</b> (Literate newcomers)  LOTE: Spanish	+	<ul style="list-style-type: none"> <li>The participants were proud to translanguage in order to remember where they came from, speak two languages, and have two cultures.</li> <li>One participant perceived that this fluid dynamic process was ‘uncomplicated’ and that being able to translanguage helped give them confidence when communicating.</li> <li>Both participants felt that being able to mix languages is something everyone should be proud of and should share with the world.</li> </ul>
	-	<ul style="list-style-type: none"> <li>No/negative impact mentions were not found in this record.</li> </ul>
Espinet (2017) <b>7 participants</b> (Literate newcomers)  LOTE: Spanish, Hatian-Criole/ French, Arabic, Tajik/ Uzbek/Russian, Chinese, Urdu/Punjabi	+	<ul style="list-style-type: none"> <li>The participants expressed that they liked being able to use the language they felt appropriate and not ‘exclude’ peers who might not understand.</li> <li>They liked being able to move fluidly between languages in order to leverage their different levels of understanding of the language (e.g., English, Spanish) to accomplish tasks.</li> <li>They felt welcome to participate.</li> </ul>
	0/-	<ul style="list-style-type: none"> <li>No/negative impact mentions were not found in this record.</li> </ul>
Hansen-Thomas et al. (2020) <b>5 participants</b>  LOTE: Spanish	+	<ul style="list-style-type: none"> <li>Participants “came alive” and “engaged more” when they were invited to use their first language and English.</li> <li>They were able to participate more, yet also wanted to use more English in class.</li> <li>One participant said that “I think that at a certain point it’s good that they let us use Spanish because if it wasn’t for this, we as students would be frustrated and we would feel trapped.”</li> </ul>
	0/-	<ul style="list-style-type: none"> <li>The same participant also said that she wanted to answer more in English and that teachers shouldn’t let them use their phones to translate words. However, the observations by the researcher noted that the same participant would not participate in English and that she was more engaged when she was allowed to translanguage.</li> </ul>

Table 22 (cont.)

Record	Evidence	
Herrera (2017) <b>2 participants</b> (Literate newcomers)  LOTE: Spanish	+	<ul style="list-style-type: none"> <li>The participants expressed that using their home language enabled them to do their work and strengthened their home language.</li> <li>They expressed that translanguaging allowed them to understand and learn and that they felt good being able to ‘do more’.</li> <li>They felt invited and welcome to participate because they felt like they had something to contribute.</li> </ul>
	0/-	<ul style="list-style-type: none"> <li>No/negative impact mentions were not found in this record.</li> </ul>
Kano (2012) <b>2 participants</b> (Literate newcomers)  LOTE: Japanese	+	<ul style="list-style-type: none"> <li>The participants perceived feeling ‘good’ and that translanguaging was ‘good’ for them because they understood better in their LOTE and they didn’t have many opportunities to learn in their LOTE.</li> <li>They liked the use of multilingual texts.</li> </ul>
	-	<ul style="list-style-type: none"> <li>No/negative impact mentions were not found in this record.</li> </ul>
Lang (2019) <b>16 participants</b> (Literate newcomers)  LOTE: Spanish	+	<ul style="list-style-type: none"> <li>Participants felt at ‘ease’ and frequently participated in classes where there was a translanguaging pedagogy.</li> <li>They expressed that they had positive experiences in these classes and a sense of <i>confianza</i> or trust.</li> <li>One participant expressed that if they were in an English-Only setting they would feel bad.</li> </ul>
	-	<ul style="list-style-type: none"> <li>One participant expressed that she felt their choice to communicate almost exclusively in Spanish was slowing down their English language development.</li> </ul>
Stewart & Hansen-Thomas (2016) <b>1 participant</b> (Literate newcomer)  LOTE: Spanish	+/0/-	<ul style="list-style-type: none"> <li>Positive/No/negative impact mentions were not found in this record.</li> </ul>
Vogel (2020) <b>5 participants</b> Literate newcomers  LOTE: Spanish, Tigrinya/Amharic	+	<ul style="list-style-type: none"> <li>The participants expressed enjoying being part of the class that used translanguaging and coding in Scratch.</li> <li>They were able to talk about code and scratch by translanguaging and using gestures, images, and role-play to explain and talk about code.</li> </ul>
	-	<ul style="list-style-type: none"> <li>No/negative impact mentions were not found in this record.</li> </ul>

**Table 23:** Summary of What Data Says are the Social Justice Implications of Using Translanguaging Pedagogies to Teach Adolescent Newcomer Emergent Bilinguals

Record	Evidence	
Allard (2013)	+	<ul style="list-style-type: none"> <li>The participants had access to academic content and a more welcoming classroom environment in the ESL classes that translanguaged.</li> </ul>
	0	<ul style="list-style-type: none"> <li>The participants did not have many interactions in English, apart from just one Algebra class, where the language and literacy skills were not there, thus making it difficult for students to participate.</li> </ul>

Table 23 (cont.)

Record	Evidence	
Daniel and Pacheco (2016)	0	<ul style="list-style-type: none"> <li>The languages of the participants were undervalued; it wasn't until after the researchers asked more follow-up questions that they learned how the participants used their multiple languages.</li> </ul>
Dávila (2015)	0	<ul style="list-style-type: none"> <li>One of the participants in the study used social media (Facebook) to read and enhance her literacy skills, while the other participant in another school explained that she didn't have access to books in her LOTE in her school library.</li> </ul>
de los Ríos and Seltzer (2017)	+	<ul style="list-style-type: none"> <li>There is evidence that the participant had access to content that provoked her thinking about notions of colonialism, hegemony, and racism in the U.S.</li> <li>The participant in de los Ríos's was encouraged to write in different genres (i.e., an autoethnography).</li> <li>The teacher in this classroom thought about the students' Mexican literary interests and incorporated 'corridos'.</li> <li>The participant was able to create a corrido of her own, where she translanguaged and used both English and Spanish words to write it.</li> <li>There is evidence that the participant in the other classroom was asked to think about her language practices.</li> <li>The participant in Seltzer's study wrote a poem using translanguaging to express her language practices.</li> </ul>
Espinet (2017)	+	<ul style="list-style-type: none"> <li>The participants were given a space to enact their understandings and beliefs about teaching, learning, and languaging.</li> <li>They were tutoring younger children and practiced using their full linguistic repertoire.</li> <li>They created a group identity and solidarity based on a deeper recognition and critique of the social inequities that students such as them face.</li> </ul>
Hansen-Thomas et al. (2020)	+	<ul style="list-style-type: none"> <li>The participants were able to "come alive" and "engage with the content" to generate new knowledge.</li> </ul>
Herrera (2017)	+	<ul style="list-style-type: none"> <li>The participants had more access to the content, as they felt they were able to do more.</li> <li>They were able to show that they were 'knowers' and they had a lot to contribute to classroom discussions.</li> </ul>
Kano (2012)	+	<ul style="list-style-type: none"> <li>The participants had access to Japanese texts and used them to write essays in English to help them improve their literacy in both languages.</li> </ul>
Lang (2019)	+	<ul style="list-style-type: none"> <li>The participants were able to participate more.</li> <li>They also felt more comfortable engaging in class discussions and generating new knowledge.</li> </ul>
	0	<ul style="list-style-type: none"> <li>The participants had limited access to the English language and literacy practices due to the structural features of the newcomer program they were enrolled in.</li> </ul>
Stewart & Hansen-Thomas (2016)	+	<ul style="list-style-type: none"> <li>The researcher created a set of lessons based on the participant's background. These lessons targeted her interests and allowed her to explore her multilingual background as well as create a poem in both English and Spanish.</li> </ul>

Table 23 (cont.)

Record	Evidence	
Vogel (2020)	+	<ul style="list-style-type: none"><li>• The participants had access to coding.</li><li>• The teachers also included telenovelas as a way to include the students' culture in the instruction.</li><li>• The participants used translanguaging as well as body language and written words to communicate strategies to code in the computer.</li></ul>

### Synthesis of Results: Presentation of Key Themes

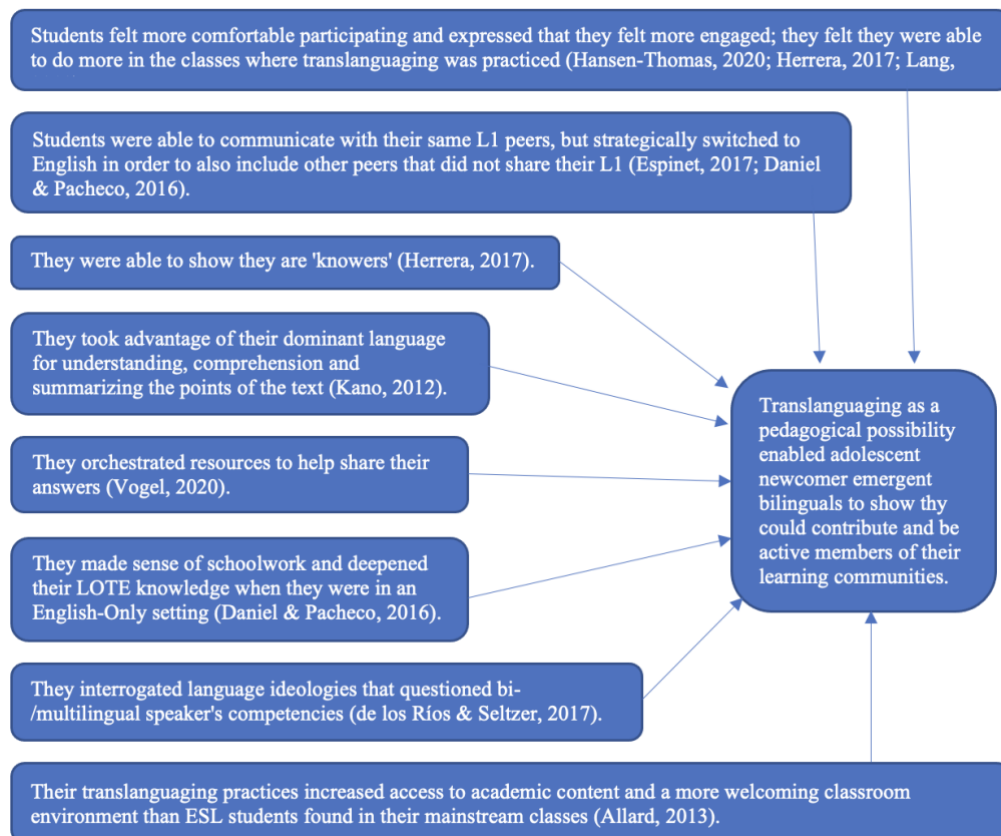
After the analysis was complete, the researcher looked at the data in order to find similar themes across the records. In doing so, two main themes were identified from the data collected. Table 24 presents the two themes and the records supporting these themes.

**Table 24:** Emergent Themes from Data Analysis

Theme	Records Supporting Theme
Translanguaging as a pedagogical possibility enables adolescent newcomer emergent bilinguals to show they could contribute and be active members of their learning communities.	9
Multimodal exposures to the content, together with translanguaging, enabled students to engage with the content.	10

### Discussion of Key Themes

**Theme 1:** Translanguaging as a pedagogical possibility enables adolescent newcomer emergent bilinguals to show they could contribute and be active members of their learning communities.



**Figure 10:** A synthesis of the evidence found to support this theme throughout the 11 records.

Synthesizing the findings across nine studies, it was evident that students used translanguaging to leverage their L2 gaps by using their dominant language to fill them. In doing so, they were able to share their prior knowledge in what the researcher interprets as ‘tapping into their common underlying proficiency’ to interact in the classroom, whereby cross-language transfer occurs because their proficiencies in their L1 and L2 are not separate abilities (Cummins, 1981).

An interesting and unexpected aspect of this theme was how strategic students were when they translanguaged. They did so strategically not just to engage with the content or their teachers, but also to engage with their peers and their self-talk. The documented translanguaging

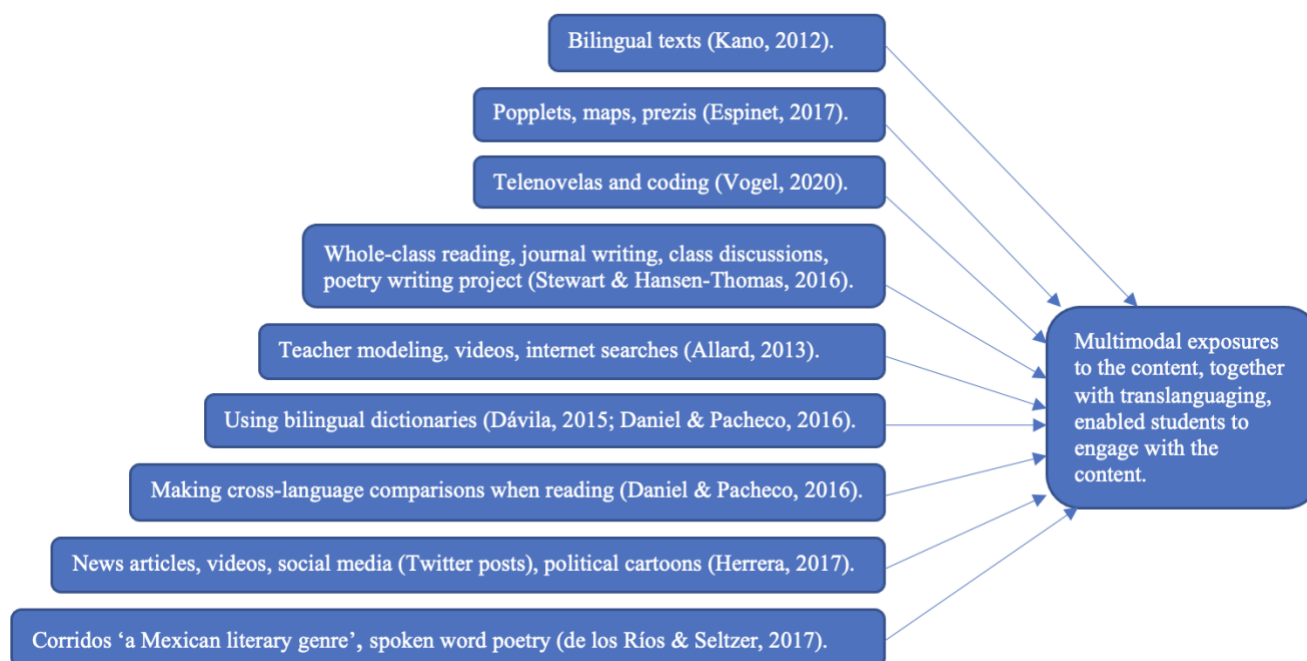
was used as a scaffolding tool (García & Li Wei, 2018) that enabled the students to do ‘more’: They were able to participate ‘more’, and they were able understand ‘more’ than they would have been able to in an English-Only setting or in a DLBE program with strict language separation. Viewing students as ‘able’ to do ‘more’ thus “reflects the students’ experiences as they exist in translanguaging spaces” (Herrera, 2017, p. 123).

This was evident in instances such as Allard (2013), Espinet (2017), Kano (2012), Herrera (2017), Vogel (2020), and Lang (2019), where participants had experienced both English-Only spaces and bilingual spaces. When asked about this in Herrera (2017), the participants voiced that in restrictive language environments, they felt voiceless and disengaged. Translanguaging created this “third space” (Gutierrez et al., 1999) where the adolescent newcomer emergent bilinguals felt encouraged and welcome to do more; learn skills, language, and content; and collaborate and participate (Herrera, 2017), which answers the call of Leseaux and Harris (2015) in their research of newcomer emergent bilinguals.

It is important to note that while these students were able to fill in those gaps, it was also evident in certain cases, as outlined by Allard (2013), Hansen-Thomas et al. (2020), and Lang (2019), that these students also wanted more opportunities to be able to develop their English skills. This was difficult, as the students didn’t have access to a sizable English input due to the nature of the programs they were enrolled in. The students were able to contribute to the conversations in the classroom, but they also struggled with wanting to learn English and focusing on that.

**Theme 2:** Multimodal exposures to the content, together with translanguaging, enabled students to engage with the content.





**Figure 11:** A synthesis of the evidence found to support this theme throughout the 11 records.

When synthesizing the findings across ten records, a common factor identified was the multimodal exposures to the content that the students had in their respective settings. It was interesting to note that the engagement did not come from multimodal exposures alone; rather, when said exposures were coupled with translanguaging, engagement with all the adolescent newcomer emergent bilinguals (literate, SIFE, and late entrant) was enabled.

Literate: Herrera (2017) states in her notes from her focus group interviews that the participants were able to focus better, not only because they understood the work through these multimodal exposures, but also because they were able to use both languages flexibly to complete the tasks at hand.

SIFE: In Dávila (2015), the participant had a wide school gap: She had come from only having three years of schooling in Somalia to enrolling in the 11<sup>th</sup> grade in the U.S. She used Facebook to read in Somali and English about Zamzam Mohamed Farah, the first female Somali

Olympian in 2012. Her quote from a conversation with Dávila captures her engagement with English language learning, multimodalities, and translanguaging practices “On Facebook I read [in Somali and English] what people say about her, about how good she is. I prefer Somali because it’s easier for me, but if it’s in English I look at pictures of her and other people, and I write the words I don’t know and look them up in the Somali–English dictionary” (Dávila, 2015, p. 644).

Late entrant (Latecomers): Allard (2013) observed disengagement in the classes where students were only provided with translanguaging and not multimodal exposures. In addition, in classes where she saw only multimodal exposure and no translanguaging, there was also disengagement. It was only when both elements were present and when the students had the literacy skills necessary that she saw the students engage with the content (Allard, 2013).

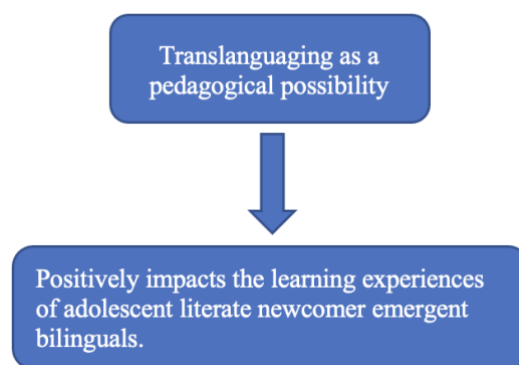
A very important factor that Allard (2013) also mentions is that even with these two elements present, educators must proceed with caution, especially with SIFE and late entrant adolescent newcomer emergent bilinguals if the level of literacy is low in the L1, as they will not be able to engage with the content. Allard (2013) mentions an example of a math class that the students had in English with their English-speaking peers: “The linguistic level of the algebra lectures, in combination with content material that was extremely challenging for students who had in many cases been out of school for some time, created an inhospitable environment for both language development and content learning” (Allard, 2013, p. 459).

### **Research Questions Results**

**RQ 1:** How might translanguaging as a pedagogical possibility impact the learning experiences of adolescent newcomer emergent bilinguals?

All in all, there was enough evidence from the 11 records to claim that translanguageing as a pedagogical possibility has a positive impact on the learning experiences of adolescent literate newcomer emergent bilinguals. There was not enough evidence to claim that there was a relationship between translanguageing and adolescent SIFE newcomer emergent bilinguals or with adolescent late entrant newcomer emergent bilinguals. This is because SIFE and late entrant newcomer emergent bilinguals might have additional gaps in their schooling, thus meaning that their literacy is impacted.

Allard's (2013) findings highlight that even with translanguageing pedagogies, if the literacy of the students is not also taken into account, the students will display a high level of disengagement with the classroom content. It is also important to note that translanguageing has this positive impact in what García and Lin (2016) call a 'weak' definition of translanguageing. This is the definition that upholds national languages but calls for a softening of those boundaries in education. Based on the evidence, an updated conceptual framework was created, as seen in Figure 12.



**Figure 12:** Conceptual Framework after the Provision of all Evidence

**RQ 2:** How do adolescent newcomer emergent bilinguals use translanguageing in school?

Across the 11 records, adolescent newcomer emergent bilinguals used translanguage to:

- communicate with one another in relation to their classes (Allard, 2013);

- participate and contribute to classroom discourse and activities (Allard, 2013; Hansen-Thomas et al., 2020; Herrera, 2017; Lang, 2019);
- construct a group identity and solidarity (Espinete, 2017);
- be able to understand more and absorb more (Allard, 2013; Espinete, 2017; Kano, 2012; Herrera, 2017; Lang, 2019; Vogel, 2020);
- understand texts, discuss in their dominant language, and write in the target language with bilingual texts (Kano, 2012; Daniel & Pacheco, 2016; de los Ríos and Seltzer, 2017; Stewart & Hansen-Thomas, 2016);
- assert aspects of their identity and exercise agency in telling their stories (Stewart & Hansen-Thomas, 2016; Vogel, 2020);
- broker language for classmates (Daniel & Pacheco, 2016); and
- maintain their affiliations with their home country while still learning the language of their new country (Dávila, 2015; Stewart & Hansen-Thomas, 2016).

**RQ 3:** What does the literature say the social justice implications are, if any, of using translanguaging as a pedagogical possibility to teach adolescent newcomer emergent bilinguals?

The evidence from the 11 records shows that translanguaging does have some social justice implications. However, it does not have social justice implications in every classroom and every time translanguaging is used. This evidence contradicts that of Cioé-Peña and Snell (2015), who claim that translanguaging in any classroom is itself a socially just act. In some cases, this was because the students' L1 was undervalued and they didn't have access to books or materials in their L1 (Daniel & Pacheco, 2016; Dávila, 2015). In other cases, it was because the students were in environments where they did not have access to English input due to the nature

of the programs that they were enrolled in (Allard, 2013; Hansen-Thomas et al., 2020; Lang, 2020). This hindered their opportunities to receive the message that they are capable of becoming bilingual and biliterate.

When translanguaging practices were strategic, there was evidence of a desire to have these students engage in both languages with a literacy that would not only consider their interests but also pay homage to their cultural background with ‘Corridos’, ‘Telenovelas’, bilingual texts, and poetry (de los Ríos & Seltzer, 2017; Kano, 2012; Stewart & Hansen-Thomas, 2016; Vogel, 2020). These spaces allowed students to understand that they are capable of creative and imaginative thinking, and of creating literature and art. There was also evidence that because they had multiple exposures to the content along with translanguaging, they were able to do more (Hansen-Thomas et al., 2020; Herrera, 2017). This sends the message that they are capable of higher-order thinking and intellectual accomplishments as well as the capacity to generate new knowledge.

In addition, there was evidence of empowerment, as defined by Cummins (2009), when a participant had access to content that provoked their thinking about theories of colonialism, hegemony, and racism in the U.S. (de los Ríos & Seltzer, 2017). There was also evidence of empowerment when participants were encouraged to create a group identity and solidarity based on a deeper recognition and critique of the social inequities that students like them face (Espineta, 2017). Translanguaging spaces enabled these students to have these conversations and contribute fully using their full linguistic repertoire.

## **CHAPTER 5: DISCUSSION AND CONCLUSIONS**

Translanguaging has dominated academic discussions about pedagogies for teaching immigrant and minority language students who are typically taught using the dominant language (Cummins, in press). This study aimed to fill the gap in the research that exists when attempting to understand the relationship between translanguaging as a pedagogical possibility and the learning experiences of adolescent newcomer emergent bilinguals in the U.S. What follows is a synthesis presentation of this study's major findings and recommendations for further research in order to extend the findings of this study and recommend practical applications of this study's findings.

### **Major Findings**

The evidence from this qualitative meta-analysis found that there is a positive relationship between translanguaging as a pedagogical possibility and the learning experiences of adolescent literate newcomer emergent bilinguals. In total, 11 records were included in the meta-analysis, and while this might be seen as too few, Valenine, Pigott, and Rothstein (2010) argue that two studies are needed to do a meta-analysis (Valentine et al., 2010). Moreover, there were a total of 44 adolescent literate newcomer emergent bilingual participants in the meta-analysis, and their experiences were aggregated to make this claim.

These students were able to do 'more' when they strategically used translanguaging to communicate within their unofficial communities of practice and when translanguaging was used as a scaffold to help them with meaning-making. However, it was also found that there were instances where there was evidence of negative experiences, especially with late entrant

newcomers (latecomers). Not all students appreciated their teachers' translanguaging practices (Allard, 2013), and not all students found it helpful for their English language development (Lang, 2019).

Translanguaging as a pedagogical possibility enabled adolescent newcomer literate emerging bilinguals to have positive learning experiences in the classroom. Furthermore, the adolescent newcomer emergent bilinguals were able to engage with two theories that emerged in the literature review of adolescent newcomer emergent bilinguals: Lave and Wenger's (1991) community of practice theory and Cummins' (1981) common underlying proficiency theory.

Translanguaging as a pedagogical possibility enabled adolescent newcomer emergent bilinguals to work in communities of practice and to strategically draw from their linguistic repertoire to communicate with whoever was part of the conversation (Espinet, 2017; Daniel & Pacheco, 2016). They appreciated teachers who permitted these spaces and felt encouraged to participate more (Lang, 2019) within that community.

It was found that adolescent literate newcomer emergent bilinguals also leveraged their language gaps with translanguaging to show what they knew, thus tapping into Cummin's (1981) common underlying proficiency. In total, 44 participants were literate newcomers at the time the studies were conducted, so they were able to engage with the materials at grade level when the materials were provided in their L1. They then interacted with them by translating (Kano, 2012; Daniel & Pacheco, 2016; de los Ríos and Seltzer, 2017; Stewart & Hansen-Thomas, 2016; Hansen-Thomas et al., 2020) or by asking their peers questions (Herrera, 2017).

The results of this qualitative meta-analysis align with Cummins (in press), because evidence was found across the studies to support the notion that translanguaging can scaffold students' L2 learning and their L2 academic content learning and "these multilingual

instructional strategies also serve to connect curriculum to students' lives, affirm their identities, and reinforce their knowledge of how language works as an oral and written communicative system" (Cummins, in press). It is important to understand that students don't have to wait to acquire English in order to have access to grade-level content, as they can leverage their language gaps with their translanguaging, but this is only contingent upon the adolescent newcomer student being a literate newcomer.

### **Conclusions**

This qualitative meta-analysis responds to calls to investigate adolescent newcomer emergent bilinguals (Genesee et al., 2005) and contributes to the 'translanguaging' debate that has dominated the discussion regarding pedagogy for immigrant and language minority students in the last ten years (Poza, 2017). The findings of this qualitative meta-analysis provide evidence that emerging translanguaging pedagogies have a positive relationship with the learning experiences of adolescent literate newcomer emergent bilinguals and should be studied further, as they also showed a potential for higher student engagement. It is also important to understand that not all adolescent newcomer emergent bilinguals are at the same level in terms of literacy. Better understanding this can help teachers, parents, and the students themselves to continue to use translanguaging strategically in order to not only bridge the gaps in their language, but also in their literacy levels. It is safe to say that translanguaging pedagogies are promising, but teachers should proceed with caution and not use it as the only pedagogical approach, as not all adolescent newcomers are literate newcomers and literacy development is extremely important in both languages if we are to help these students in specific close their achievement gaps.

For this reason, based on the findings of this study, it is recommended that teachers:



1. assess their student's literacy as they come into the classroom and think of ways to help these students leverage their literacy gaps;
2. encourage and foster a continued development of literacy in their L1 as well as English.
  - a. For example, by providing books in their L1 or articles from Newsela which can then be leveled to match the student's literacy level as shown below in English and in Spanish as shown in Figure 13.
  - b. In particular for SIFE and late-entrant newcomers, who may have literacy gaps, the word count and the level of lexile bands or the reading level as shown in Figure 14.

<b>English</b>	<b>Spanish</b>
<div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center;"> <b>Changing the way students make the grade</b>  <small>By St. Louis Post-Dispatch, adapted by Newsela staff on 01.06.14            Word Count 978            Level 1180L</small> </div>  <p><small>Sixth-grader Kyle Stilwell, 12, (second from left) and his sisters, (from left) fifth-grader Danika, 11, and fourth-grader Natalie, 9, do their homework in Fenton, Mo. Their mom, Niki Stilwell, (left) works from home. Stephanie S. Cordier/St. Louis Post-Dispatch/MCT</small></p> <p><b>ST. LOUIS —</b> Parents at Lincoln Elementary School in St. Charles, Mo., thought their children were a shining example of academic achievement.</p> <p>Then they got state test results.</p> <p>Most of the students failed, casting doubt on the school's success as well as many of its students' glowing report cards. Administrators knew they had a problem.</p> <p>What they did next changed everything parents, teachers and students thought they knew about grading.</p> <p><b>Will Students Slack Off?</b></p> <p>The school joined a national movement that is rebuilding how a child's performance in a class is measured.</p> <p>This new way of looking at schoolwork moves away from rewarding students just for completing work. No longer are there points for finishing homework assignments, or for good behavior and</p> <p style="text-align: center; font-size: small;">This article is available at 5 reading levels at <a href="https://newsela.com">https://newsela.com</a>.</p>	<div style="text-align: center; margin-bottom: 10px;">  </div> <div style="text-align: center;"> <b>Cambiando la forma de calificar en la escuela</b>  <small>By St. Louis Post-Dispatch, adaptado por la redacción de Newsela on 01.06.14            Word Count 1,152            Level 1020L</small> </div>  <p><small>Kyle Stilwell, estudiante de sexto grado, de 12 años (segundo por la izquierda) y sus hermanas Danika, estudiante de quinto grado, de 11 años (a la izquierda) y Natalie, estudiante de cuarto grado, de 9 años, hacen su tarea en Fenton, Missouri. Su madre, Niki Stilwell (a la izquierda), trabaja desde casa. Stephanie S. Cordier/St. Louis Post-Dispatch/MCT</small></p> <p><b>ST. LOUIS —</b> Los padres de la escuela elemental Lincoln de St. Charles, Missouri, pensaron que sus hijos eran un ejemplo de brillantez académica.</p> <p>Después, recibieron los resultados de las pruebas estatales. La mayoría de los estudiantes reprobaron, arrojando dudas sobre el éxito de la escuela y poniendo en tela de juicio la mayoría de las hojas académicas de los estudiantes. Los administradores supieron entonces que tenían un problema.</p> <p>Lo que hicieron después cambió dramáticamente lo que los padres, los profesores y los estudiantes sabían sobre evaluaciones.</p> <p><b>¿Se volverán perezosos los estudiantes?</b></p> <p>La escuela se unió a un movimiento nacional que está reconstruyendo la forma en que se evalúa el desempeño de un niño en clase.</p> <p style="text-align: center; font-size: small;">This article is available at 5 reading levels at <a href="https://newsela.com">https://newsela.com</a>.</p>

**Figure 13:** Using Newsela as a tool to help adolescent newcomer emergent bilinguals develop their biliteracy.

## Spanish (Grade 5 reading level)



### En algunas escuelas, la tarea ya no afecta a la calificación

By St. Louis Post-Dispatch, adaptado por la redacción de Newsela on 01.05.14  
Word Count 1,012  
Level 890L



Kyle Stilwell, estudiante de sexto grado, de 12 años (segundo por la izquierda) y sus hermanas Danika, estudiante de quinto grado, de 11 años (a la izquierda) y Natalie, estudiante de cuarto grado, de 9 años, hacen su tarea en Fenton, Missouri. Su madre, Niki Stilwell (a la izquierda), trabaja desde casa. Stephanie S. Corde/St. Louis Post-Dispatch/MCT

ST. LOUIS — Los padres de la escuela elemental Lincoln de St. Charles, Missouri, pensaban que sus hijos eran un ejemplo de brillantez académica.

Después, recibieron los resultados de las pruebas estatales.

Pese al brillo de sus informes de calificaciones, la mayoría de los estudiantes reprobaron. Los administradores supieron que tenían un problema.

Lo que hicieron después cambió todo lo que los padres, los profesores y los estudiantes sabían sobre calificaciones.

#### Un enfoque diferente

La escuela se ha unido a un movimiento nacional que está cambiando cómo se miden las evaluaciones.

This article is available at 5 reading levels at <https://newsela.com>.

## Spanish (Grade 3 reading level)



### ¿Mejores calificaciones solo por hacer la tarea?

By St. Louis Post-Dispatch, adaptado por la redacción de Newsela on 01.06.14  
Word Count 367  
Level 630L



Kyle Stilwell, estudiante de sexto grado, de 12 años (segundo por la izquierda) y sus hermanas Danika, estudiante de quinto grado, de 11 años (a la izquierda) y Natalie, estudiante de cuarto grado, de 9 años, hacen su tarea en Fenton, Missouri. Su madre, Niki Stilwell (a la izquierda), trabaja desde casa. Stephanie S. Corde/St. Louis Post-Dispatch/MCT

ST. LOUIS — Los niños de la escuela elemental Lincoln no tienen que entregar su tarea. Tampoco tienen que responder preguntas en clase. Y no reciben puntos extra por intentarlo.

Pero tienen que saber matemáticas, lectura y ciencia, si quieren tener buenas calificaciones.

La escuela cambió la forma de evaluar a los niños. Esto después de que la mayoría de los estudiantes perdieran la prueba estatal. Esto fue una gran sorpresa. Todo el mundo pensó que los niños iban muy bien porque tenían buenas calificaciones.

La escuela entendió que tenía un problema.

#### Una nueva forma de evaluar

Ahora la escuela evalúa los conocimientos de los estudiantes. No tienen puntos por entregar la tarea. Y pueden volver a hacer la tarea. Y volver a tomar las pruebas.

This article is available at 5 reading levels at <https://newsela.com>.

**Figure 14:** Using Newsela as a tool to help adolescent newcomer emergent bilinguals develop their biliteracy.

3. draw on their student's life experiences to make the content relevant and culturally responsive;
4. provide multimodal exposures of the content all together with translanguaging to help them scaffold the information, content or language gaps they may have.

In addition, there was evidence to show that there are some social justice implications when using translanguaging pedagogies to teach these students. However, the evidence also shows that translanguaging needs to be strategic, as it isn't a socially just act on its own, as Cioé-Peña and Snell's (2015) claim. These findings further corroborate Allard (2017) and Cummins

(2009). Applying the three principles underlying educational success, as outlined by Cummins (2009): “1. Strong and effective promotion of fluency and literacy in both languages; 2. Sustained literacy engagement in both languages, with ‘literacy’ understood in a broad sense as the oral and written repository of a community’s cultural knowledge; 3. Empowerment – the collaborative creation of power within the classroom” (Cummins, 2009, p. 35), and using translanguaging pedagogies within these principles to help these students, could be a potential way of furthering classroom engagement and academic success.

### **Recommendations for Future Research**

While it is understood that the longer students are in a bilingual education program, the better they will do in terms of literacy and language development (Collier & Thomas, 2004), time might not be a luxury that these students have. Translanguaging as a pedagogical possibility has a positive impact on the learning experiences of adolescent literate newcomer emergent bilinguals. However, it is clear that as this is an emerging pedagogical possibility, more research needs to be done, especially pertaining to research that uses García and Lin’s (2016) strong definition of translanguaging to see the impact it has on the learning experiences of adolescent newcomer emergent bilinguals and emergent bilinguals as a whole. More research is also needed to measure the efficacy of translanguaging pedagogies that follow García et al.’s (2017) three elements: (1) a translanguaging stance, (2) a translanguaging design, and (3) translanguaging shifts. More research is also needed when thinking about the teachers of these students and understanding how seeing these students as individuals who are able to do more when they translanguage can change the misconceptions that van Lier and Walqui (2010) argued teachers have about these students’ abilities.

### **Recommendations for Practical Applications of the Study's Findings**

The researcher created a Teacher Guide (Appendix F) that summarizes the findings of this qualitative meta-analysis. This guide will be shared freely on social media, especially with the ESL teachers' group on Facebook, who the researcher reached out to while looking for gray literature. It was important for the researcher to not fall down the needs-and-strategies rabbit hole and only offer a monoglossic perspective on language, as suggested by Palmer and Martínez (2013). Thus, this guide has four goals:

1. To provide teachers with a conceptualization of who adolescent newcomer emergent bilinguals are, the current practices for teaching these students, and a synthesis of the current effective newcomer program aspects.
2. To break down translanguaging and address the nuances in the field that can allow for a clearer picture of what translanguaging is and what it is not.
3. To share insights from this study.
4. To encourage teachers to think about their own language practices and consider the messages that they are sending their students, as suggested by Cummins (2009).
5. To share implementation suggestions on how teachers can create translanguaging spaces in their classrooms that together focus on multimodal exposures and translanguaging in order to engage their adolescent newcomer emergent bilingual students.

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## APPENDIX A: EMAIL TEMPLATE (1)

Email template sent out to scholars in the field.

Dr. (name)

I am an Ed.D candidate at UIUC and I am currently doing data collection for a qualitative meta-analysis on the impact translanguaging has on the learning of adolescent newcomer emergent bilinguals. One of the aspects of the meta-analysis is publication bias. Tsuji et al. (2020) suggest reaching out to other researchers and experts in the field and ask for their works on the subject that might not be published in order to triangulate the sources that will be used in the meta-analysis. My research seeks to answer the following questions:

- **RQ 1:** How might translanguaging as a pedagogical possibility impact the learning experiences of adolescent newcomer emergent bilinguals?
- **RQ 2:** How do adolescent newcomer emergent bilinguals use translanguaging?
- **RQ 3:** What does the literature say the social justice implications are, if any, of using translanguaging pedagogies to teach adolescent newcomer emergent bilinguals?

If you had some time to meet with me and talk about your work (dissertation, published and unpublished), I would really appreciate the opportunity to include it in my meta-analysis.

Tsuji, S., Cristia, A., Frank, M. C., & Bergmann, C. (2020). Addressing publication bias in meta-analysis: Empirical findings from community-augmented meta-analyses of infant language development [Preprint]. MetaArXiv. <https://doi.org/10.31222/osf.io/q5axy>

Thank you,

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Valeria Carrillo (She, Her, Hers)

EdD Candidate

Department of Education Policy, Organization & Leadership

Learning Design and Leadership Program

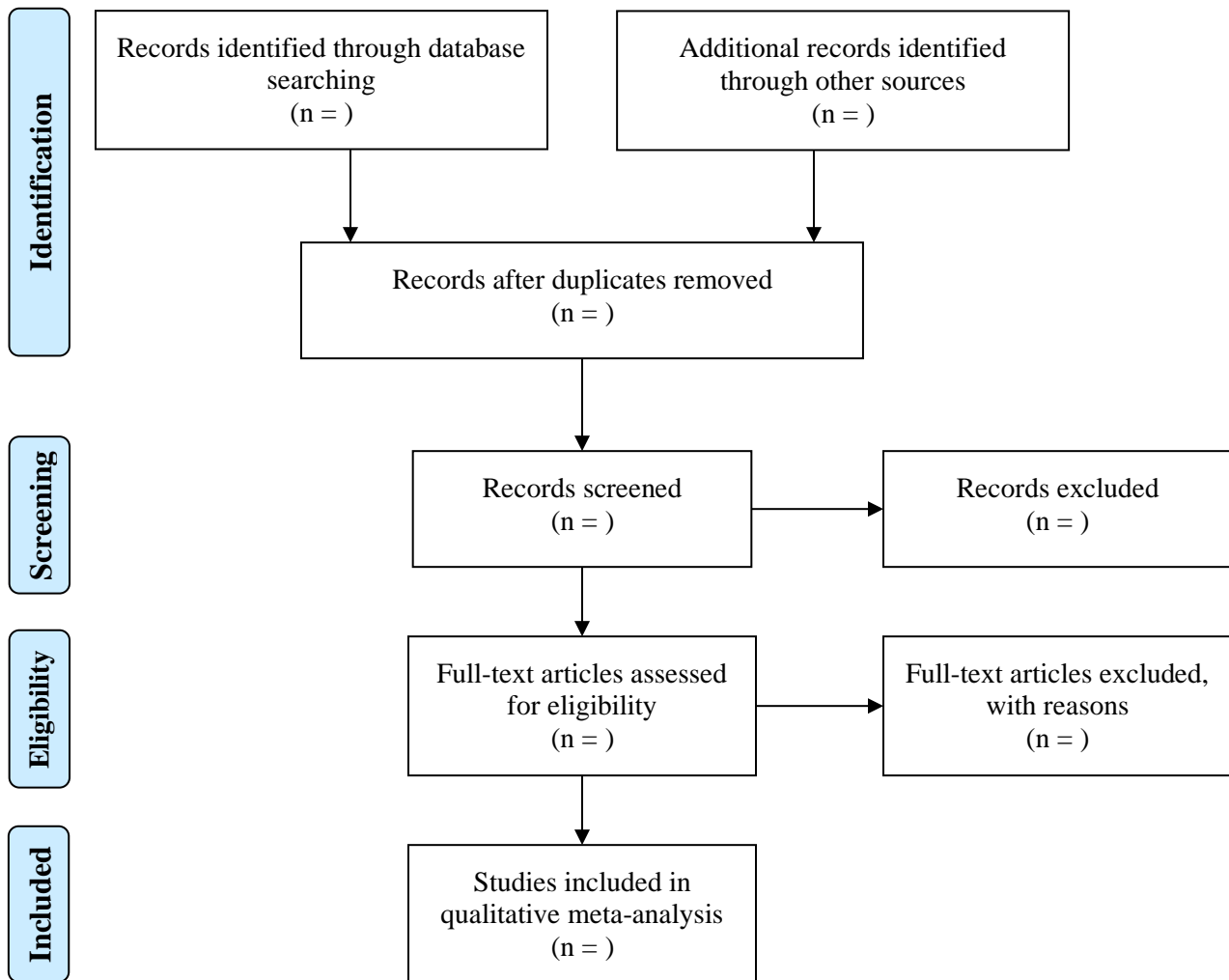
College of Education

University of Illinois Urbana-Champaign

## APPENDIX B: MODIFIED PRISMA 2009 FLOW DIAGRAM



Modified PRISMA 2009 Flow Diagram





## APPENDIX C: EMAIL TEMPLATE (2)

Email template to ask for clarification.

Dr. (name),

I am an Ed.D candidate at UIUC and I am currently preparing the data for a qualitative meta-analysis on the impact translanguaging has on the learning of adolescent newcomer emergent bilinguals. One of the aspects of the qualitative meta-analysis process is acknowledging that there may be records that show up in the search that may have findings that are then presented in multiple works. McCormick et al. (2003) recommend contacting the original authors to ask them for clarification.

Your (insert work here) appeared in my search and meets all of the inclusion criteria for my study. I would love the opportunity to be able to ask you some clarification questions I have. May I please schedule some time to discuss the findings of the study sometime this week or next week?

I know your time is valuable, so I will make sure to come prepared.

Reference:

McCormick, J., Rodney, P., & Varcoe, C. (2003). Reinterpretations Across Studies: An Approach to Meta-Analysis. *Qualitative Health Research*, 13(7), 933–944.  
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Thank you in advance,

--

Valeria Carrillo (She, Her, Hers)

EdD Candidate

Department of Education Policy, Organization & Leadership

Learning Design and Leadership Program

College of Education

University of Illinois Urbana-Champaign

## APPENDIX D: DATA ANALYSIS TABLE

### Qualitative Meta-Analysis Data Analysis Table

This proposed study will focus on the relationship between **translanguaging pedagogies** and **the learning** of adolescent newcomer emergent bilinguals.

- **TRLNG:** Translanguaging
- **ANEB:** Adolescent Newcomer Emergent Bilinguals
- **XP:** Experience
- **SJ:** Social Justice
- **+:** positively
- **0:** no impact
- **-:** negatively

	<b>TRLNG + learning XP of ANEB.</b>	<b>TRLNG 0 learning XP of ANEB.</b>	<b>TRLNG - learning of ANEB.</b>	<b>TRLNG has SJ implications when used to teach ANEB.</b>	<b>TRLNG doesn't have SJ implications when used to teach ANEB.</b>
<b>Author</b>					
<b>Date</b>					
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## APPENDIX F: TEACHER GUIDE

### TEACHER GUIDE



Translanguaging as a pedagogical approach in the teaching and learning experiences of adolescent newcomer emergent bilinguals

MARCH 2021

**PREPARED BY**  
Valeria Carrillo  
Ed.D candidate



# Adolescent Newcomer Emergent Bilinguals

## *Who are they?*

Approximately one in every ten public school students is learning English in the U.S. today (Sanchez, 2017). These students have been labeled LEP, ELL/EL, and emergent bilinguals. A specific subgroup within the emergent bilingual population that is at risk is the foreign-born newcomer group that first enrolls in school between 6th and 12th grade (Suarez-Orozco et al., 2010). These students not only have to face the challenges of learning English and the U.S. school system, but also the trauma of leaving their home country, socioeconomic struggles, and potential anxiety over their legal status in the U.S. (Lang, 2019). In addition, Suarez-Orozco et al. (2010) claim that the parents of these students are often "ill-equipped to help them navigate a complex, foreign, and sometimes hostile educational system" (Suarez-Orozco et al., 2010, p. 602). It is imperative for us to understand who these students are and the pedagogical approaches that have been in place to teach them, because they will make up part of the labor force in the U.S., in some cases within a few years of their arrival (Suarez-Orozco et al., 2011).

These students tend to be held to the same standard as their English native-speaking peers and are required to take part in high-stakes assessments in English, even though they have not yet mastered the language (Short & Boyson, 2012). Short and Boyson (2012) categorized adolescent newcomer emergent bilinguals in the following ways, according to their level of literacy as they entered school in the U.S. These are:

- Literate (on grade level newcomers / partially schooled newcomers).
- Newcomers with interrupted education (SIFE).
- Late entrant immigrant newcomers (Short & Boyson, 2012).

The impact of first language literacy and grade-level content knowledge on English literacy development is evident. Literate on level adolescent newcomer emergent bilinguals develop English skills faster when compared to other adolescent newcomer emergent bilinguals, and adolescent newcomer emergent bilinguals with interrupted formal education develop their English slower at first when compared to other newcomers (Short & Boyson, 2012).

## Adolescent Newcomer Emergent Bilinguals

### *What are some current practices for teaching these students?*

---

There have been several school districts in the U.S. that have made efforts to address the challenges that all newcomer emergent bilinguals face in school (Short & Boyson, 2012). Short and Boyson's (2012) study suggests that the current practices for teaching adolescent newcomer emergent bilinguals are very diverse and evolve over time (Short & Boyson, 2012). Cardoza and Brown (2019) argue that most practices focus on using some type of **English as a second language pedagogy** (Cardoza & Brown, 2019); Oikonomidou (2015) adds that most practices aim to create empowering literacy classrooms that **celebrate students' backgrounds and relationship-building** to build social capital (Oikonomidou, 2015); Aldana and Martinez (2018) and Calderón (2020) focus on the practices that exist that are aimed at a **whole-school commitment** to these literacy practices (Aldana & Martinez, 2018; Calderon, 2020); and Palmer et. al. (2007) and Bang (2011) discuss the practices that focus on **parent engagement** in the school community (Palmer et. al., 2007; Bang, 2011).

### *What are some current effective newcomer program aspects?*

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- Basic literacy development and assessment in order to better understand possible gaps in the students' knowledge (Short & Boyson, 2012).
- Reading interventions. Specifically, that identifies, measures, and addresses literacy gaps for SIFE and late entrant newcomers (Allard, 2013).
- Multilingual instructional strategies serve to connect the curriculum to the students' lives, affirm their identities, and reinforce their knowledge of how language works as an oral and written communicative system (Cummins, in press).

## TRANSLANGUAGING AS A PEDAGOGICAL POSSIBILITY

There have been different approaches to teaching English to these students over the years, with different levels of success (e.g., English-Only, ESL, Dual Language). However, an emerging pedagogy used to teach these students that has come to dominate discussions about pedagogy for multilingual and immigrant background students that are taught in the societal language has been translanguaging (Cummins, in press).



## WHAT IS TRANSLANGUAGING?

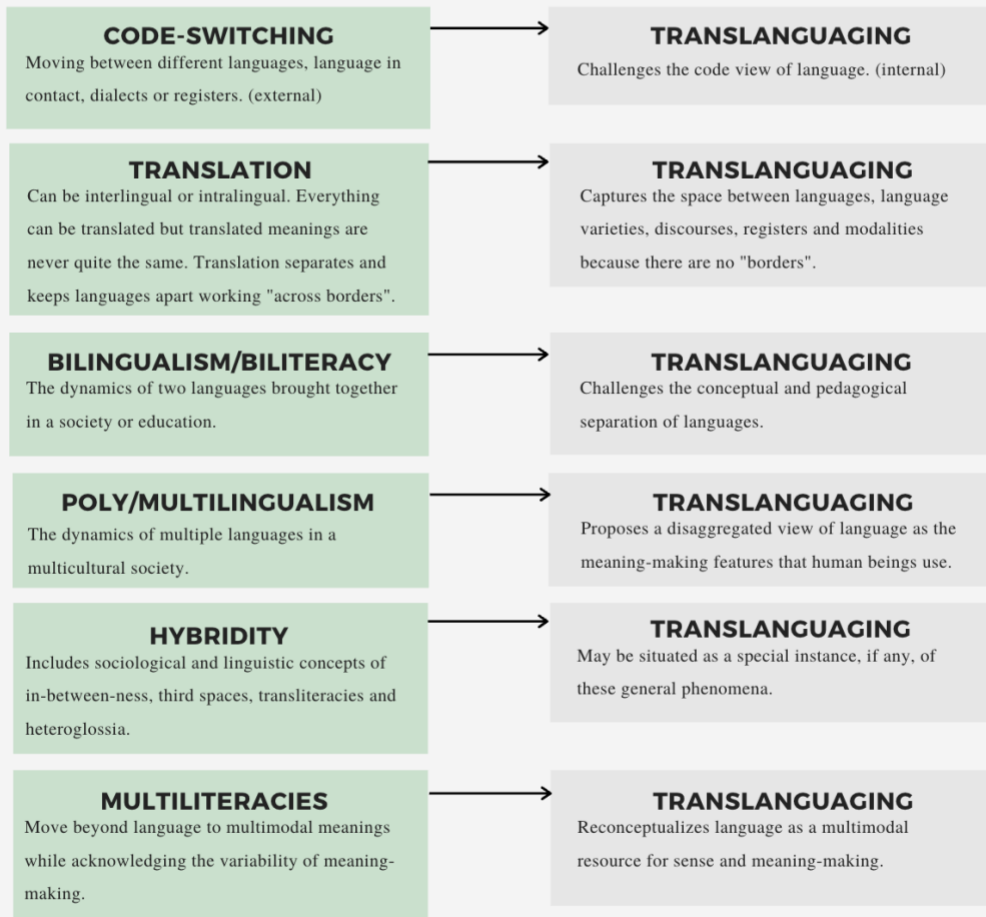
*"Translanguaging is the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential" (García, 2009 p. 140).*

Translanguaging first emerged in Wales. Cen Williams used the term 'translanguaging' when talking about the ways in which pedagogical practices in English and Welsh were used for different purposes in the classroom in 1994 (Vogel & García, 2017). This concept was then extended by García's (2009) *Bilingual Education in the 21st Century*, specifically to encompass the dynamic heteroglossic practices of multilingual people and to focus on the ways in which bilingual education puts together languages instead of keeping them separate (García, 2009). Cummins (in press) argues that "translanguaging can scaffold the students' L2 learning and their L2 academic content learning (e.g. Cummins & Early, 2011) as well" (Cummins, in press).



### *Understanding Translanguaging*

Translanguaging is emerging currently in discussions about pedagogies used to teach these students. However, it is not the only approach that has been considered in the field when thinking about language mixing. Cope, Kalantzis, and Tzirides (in press) address the nuances that emerge when the term "translanguaging" is presented. They present the following breakdown and definition of terms that help to clarify how translanguaging is different from other language mixing ideologies:



(Cope, Kalantzis, & Tzirides, in press)



### *Insights from a qualitative meta-analysis*

A recent qualitative meta-analysis on the relationship between translanguaging as a pedagogical possibility and the learning experiences of adolescent newcomer emergent bilinguals appraised 128 records. In total, 11 records from the 128 were treated as data, coded, and analyzed. The study found that there was a positive impact between translanguaging as a pedagogical approach and the learning experiences of literate adolescent newcomer emergent bilinguals.

In this study, two main themes were identified:

1. *Translanguaging as a pedagogical possibility enables these students to show they can contribute and be active members of their learning communities.* Evidence across nine studies showed that translanguaging, when used as a scaffolding tool enabled the students to participate more and understand more than they would have been able to in an English-Only setting or in a DLBE program with strict language separation alone.
2. *Multimodal exposures to the content, together with translanguaging, enabled students to engage with the content.* Evidence across 10 studies showed student engagement does not come from multimodal exposures alone, but rather when they were coupled with translanguaging (along with the students having the necessary literacy skills.)

While it is understood that the longer students are in a bilingual education program the better they will do in terms of literacy and language development (Collier & Thomas, 2004), time might not be a luxury that these students have. Adolescent newcomer emergent bilinguals play an important role in building the future of the U.S.; therefore, U.S. schools have the responsibility to assist newcomers in adapting effectively and contributing positively to their new communities as they become a part of the American society (U.S. Department of Education, 2016).



### *Insights from a qualitative meta-analysis*

Evidence from the 11 studies shows that using translanguaging pedagogies to teach these students does have some social justice implications. However, it does not have social justice implications in every classroom and every time translanguaging is used.

It is important to understand that translanguaging as a pedagogical possibility alone is not enough for all adolescent newcomer emergent bilinguals. It must be strategic and coupled with efforts to enhance the literacy of the students in both languages.

*What messages are we sending our students with the ways in which we teach?*

- Are the students getting the message that they are capable of becoming bilingual and biliterate?
- Are the students getting the message that they are capable of higher-order thinking and intellectual accomplishments?
- Are the students getting the message that they are capable of creative and imaginative thinking?
- Are the students getting the message that they are capable of creating literature and art?
- Are the students getting the message that they are capable of generating new knowledge?
- Are the students getting the message that they are capable of thinking about and finding solutions to social issues? (Asia-Pacific Multilingual Education Working Group, 2014).

### *First steps*

---

Below are some general implementation suggestions that can be applied within different learning models (e.g., English-Only, ESL, Dual Language).

- Ask students about their language use. What languages do they speak? When? With whom?
- Reflect on your own language use and language practices.
- Ask students about their school experiences. What was the school system like in their country of origin? How does that compare or contrast to their experiences now?
- Assess students' literacy levels and build a library (or database on Google classroom/docs) with multi-leveled multi-lingual texts, videos, music, etc.
- Create opportunities for students to develop their literacy in their LOTE or fill in the gaps they may have if they are SIFE or late entrant newcomers. Use translanguaging to scaffold meaning.
- Create multimodal exposures to the content and connect it to their lives while enabling students to use their full linguistic repertoire to ask and answer questions, make comments, and participate.
- Encourage students to participate using their full linguistic repertoire to establish a space where their language practices are acknowledged and are the norm, not an exception.

*Implementation suggestions based on the ways in which adolescent newcomer emergent bilinguals could use translanguageing*

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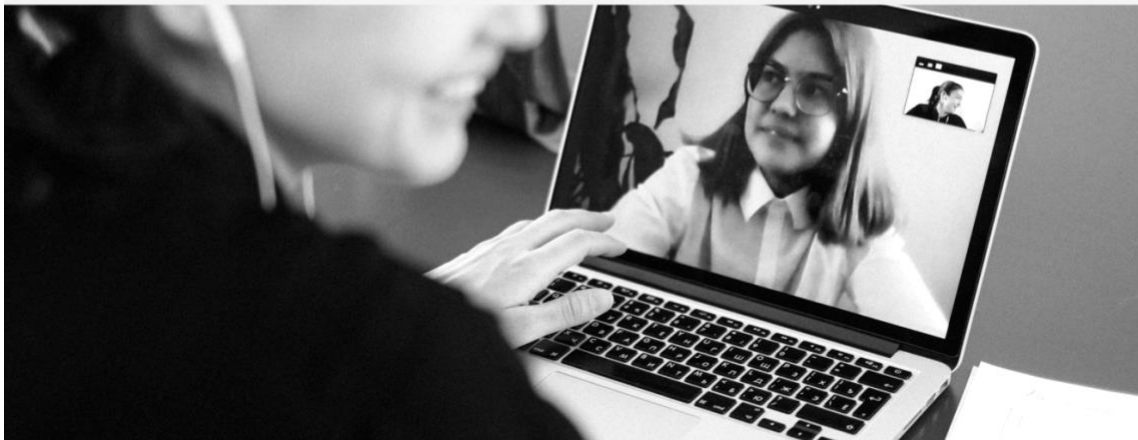
Students use a translanguageing approach to:

- communicate with one another about their classes (Allard, 2013);
- broker language use for classmates (Daniel & Pacheco, 2016); and
- construct group identity and solidarity (Espinete, 2017).



**Activity Idea:** Students can work in groups and at the start of the lesson they talk and fill in a multimodal graphic organizer (e.g., a KWL) for the topics that will be covered in your lesson that day. They are encouraged to use their full linguistic repertoire when they talk and write. They should also use drawings and/or pictures in the graphic organizer to express their ideas. This activity can also serve as a comprehension check to determine how students are understanding the content.

- **Remote Learning Adaptation:** Breakout rooms can be used to allow students to fill in their multimodal graphic organizer on a Google slide deck as well as to comment on other students' graphic organizers. An online timer can help keep the students on task. Students are encouraged to use their full linguistic repertoire when they talk as well as pictures/videos in the graphic organizer to express their ideas.





*Implementation suggestions based on the ways in which adolescent newcomer emergent bilinguals could use translanguaging (cont.)*

---

Students use a translanguaging approach to:

- **engage in active participation and contribution to classroom** discourse and activities (Allard, 2013; Herrera, 2017; Lang, 2019),
- engage with multimodal content in English and their LOTE in order to **understand more and absorb more** (Allard, 2013; Espinet, 2017; Kano, 2012; Herrera, 2017; Lang, 2019; Vogel, 2020).
- **understand texts, discuss in their dominant language and write in the target language**, with bilingual texts (Kano, 2012; Daniel & Pacheco, 2016; de los Ríos and Seltzer, 2017; Stewart & Hansen-Thomas, 2016).



**Activity Idea:** Students summarize challenging content using their full linguistic repertoire in small groups. Students then explore language structures with translation tools and the use of cognates. They use multilingual and multimodal content whenever appropriate to summarize the content and put it in their own words in the target language.

- **Remote Learning Adaptation:** Students work in Google Docs where they can reflect and collaboratively discuss challenging content in their LOTE in real-time. Use Padlet as a bulletin board where students can explore language structures with translation tools and the use of cognates. Students then summarize the content in their own words in the target language.



*Implementation suggestions based on the ways in which adolescent newcomer emergent bilinguals could use translanguaging (cont.)*

---

Students use a translanguaging approach to:

- **maintain their affiliations with their home country** while still learning the language of their new country (Dávila, 2015; Stewart & Hansen-Thomas, 2016).
- assert aspects of their **identity and exercise agency** in telling their stories (Stewart & Hansen-Thomas, 2016; Vogel, 2020).



**Activity Idea:** Students interview each other about their language practices as well as their experiences in their country (e.g., a favorite memory, a favorite food, a cultural aspect they are proud of) using their full linguistic repertoire, allowing for time to put this into the target language and then writing a report or doing a multimodal presentation in the target language.

- **Remote Learning Adaptation:** Working in a Google form survey that students can answer together in small groups using the LOTE, go over the survey results, and discuss as a class. Students add a Zoom background with an image of their country of origin.





*Translanguaging as a pedagogical possibility enables adolescent newcomer emergent bilinguals to work in communities of practice and to strategically draw from their linguistic repertoire to communicate with who was part of the conversation (Espinete, 2017; Daniel & Pacheco, 2016). These students appreciate teachers that allow these spaces and feel encouraged to participate and do more (Lang, 2019) within that community.*

It is important to understand that not all adolescent newcomer emergent bilinguals are at the same level in terms of literacy. A better understanding of this can help teachers, parents, and the students themselves to continue translanguaging strategically in order to not only bridge the gaps in their language as it develops but also in their literacy levels.



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